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REPORT

20)

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1881.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1883.

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REPORT

ERRATA ET ADDENDA.

Page ccvii. Instead of 59,701, total number of the defective classes in the United States, read 159,701.

Page 4. The number of children of school age in Alabama, according to figures of the United States Census of 1880 not available when the first portion of this report was put to press, was 422,739.

Page 41. Number of children of school age in Georgia, according to Census of 1880, 41,016.

Page 86. The number of children of school age in Louisiana, as given in the Census of 1880, was 271,414.

Page 97. The number of children of school age in Maryland, as given in the Census of 1880, was 319,201.

Page 156. The total school expenditure in Nevada for 1880 was \$144,244, Storey County not reporting, and in 1881 \$140,418. The increase noted in income and the decrease in expenditure should be dropped.

Page 365, column 92, line numbered 33. For 1.34 read 13.4.

Page 367, column 92, line numbered 148. For 15 read 1.5.

Education and crime.

One hundred and thirty-one thousand documents have been sent out, or nearly double the number of the previous year. For the purpose of obtaining statistics for the annual report 8,093 blank lists of questions have been mailed. A large number of similar forms have been sent out to secure data required in special publications issued during the year.

There is a strong desire that this report should appear earlier, and nowhere is it stronger than among those engaged in its preparation. It would be more convenient to the Office to close the report the 30th of June, and complete it for publication at the time of the assembling of Congress, and thus bring so much of the work of this Office into conformity with other offices of the General Government; but this Office performs a part only in the great voluntary system of statistics, embracing the entire country and all systems, institutions, and phases of education, and has felt obliged, at whatever inconvenience, to accommodate itself to the wishes of the more than 8,000 collaborators who furnish voluntarily and without pay the data on which its reports are based. The first report of the present Commissioner was made and presented to Congress at its opening substantially as above noted, but the wishes and necessities of many of the contributors seemed to enforce the surrender of that method and the adoption of the present plan. On a moment's reflection it will be observed that this report, comprehending such a vast variety of facts from so many States, cities, and institutions, cannot be made with the promptness of a report embracing only a single point of observation. It cannot be made like a newspaper report. It is of course obvious that the time covered by the report of any institution must have elapsed and the record be complete before this local report can be concluded and forwarded. Any one who knows by experience the difficulties in the way of making a State report will understand how much time is required to collect the material from all the towns, counties, and institutions and satisfactorily compile it. After this, time must be allowed for its publication before this

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

Washington, D. C., November, 1881.

SIR: I have the honor to submit my twelfth annual report, covering the year 1881. During the year the annual report and the following circulars of information, in addition to reissues of former publications, have been distributed :

No. 1. Construction of library buildings. 26 pp.

No. 2. Relation of education to industry and technical training in American schools. 22 pp.

No. 3. Proceedings of the Department of Superintendence of the National Educational Association in 1881. 80 pp.

No. 4. Education in France. 144 pp.

No. 5. Causes of deafness among school children and the instruction of children with impaired hearing. 48 pp.

No. 6. Effects of student life on the eyesight. 30 pp.

The following bulletins have also been prepared and distributed :

Comparative statistics of elementary education in fifty principal countries.

Fifty years of freedom in Belgium, education in Malta, &c.

Library aids.

Recognized medical colleges in the United States.

The discipline of the school.

Education and crime.

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central clearing house at Washington can begin, much less complete, its work. It should be stated that, late as this report has ever appeared, there have come data for insertion after its publication from those who have been most earnestly laboring to get their material into shape and send it forward; it should be added, to the credit of those who supply the Office with its data, that their unpaid work is done with alacrity and that there is a growing desire among them to furnish their statistics, accurate and complete, in time for this annual statement. It should be remembered also, in this connection, that this Office has never been furnished with the clerical force sufficient to do its work, according to the judgment of those administering it or of those acquainted with the demands upon it. The preparation of the annual report is only one item of the vast amount of work performed in it.

AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country who furnish the information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
States and Territories	44	48	48	48	48	48	48	48	48	48
Cities.....	325	583	127	241	239	241	258	333	351	351
Normal schools.....	98	114	124	140	152	166	179	242	252	273
Business colleges.....	53	112	126	144	150	157	163	191	197	280
Kindergärten.....		42	55	95	149	177	217	322	385	456
Academies.....	811	944	1,031	1,467	1,550	1,650	1,665	1,848	1,869	2,113
Preparatory schools.....		86	91	105	114	123	125	138	146	158
Colleges for women	175	205	209	249	252	264	277	294	297	290
Colleges and universities.....	298	323	343	385	381	385	389	402	402	396
Schools of science.....	70	70	72	76	76	77	80	86	88	91
Schools of theology.....	104	140	113	123	125	127	129	146	156	158
Schools of law.....	37	37	38	42	42	45	50	53	53	51
Schools of medicine.....	87	94	99	104	102	106	112	125	126	137
Public libraries.....	306	377	676	2,200	2,275	2,440	2,578	2,678	2,874	3,084
Museums of natural history.....	50	43	44	53	54	55	55	57	57	57
Museums of art.....		22	27	27	31			37	37	37
Art schools.....			26	29	30			37	38	38
Training schools for nurses.....								11	15	17
Institutions for the deaf and dumb.....	37	40	40	42	43	45	52	57	62	63
Institutions for the blind.....	27	28	28	29	29	30	31	31	31	31
Schools for the feeble-minded.....		7	9	9	11	11	11	13	13	15
Orphan asylums, &c.....	77	180	269	408	533	540	638	641	651	604
Reform schools.....	20	34	56	67	63	63	78	79	83	79
Total.....	2,619	3,449	3,651	6,085	6,449	6,750	7,135	7,869	8,231	8,774

The letters written number 4,190. Many of these furnished statistics and facts to educational writers and school officials, the results of extensive research and patient labor. About 4,000 letters and 2,549 documents have been received; 1,000 volumes and 1,200 pamphlets have been added to the library. The card catalogue of the contents of the library, which has been in preparation, is making fair progress, and is already of incalculable service in the work of the Office and aid of those who come here to study educational subjects.

EDUCATIONAL STATISTICS.

VII

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1872 to 1881.

	1872.			1873.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	23, 194	1, 215, 897	(b)	27, 726	1, 564, 663
Normal schools.....	98	773	11, 778	114	887	16, 620
Commercial and business colleges.....	53	263	8, 451	112	514	22, 397
Kindergärten.....						
Institutions for secondary instruction.....	811	4, 501	98, 929	944	5, 058	118, 570
Preparatory schools.....				86	690	12, 487
Institutions for the superior instruction of women.....	175	1, 617	11, 238	205	2, 120	24, 613
Universities and colleges.....	298	3, 040	45, 617	323	3, 106	52, 053
Schools of science.....	70	724	5, 395	70	747	8, 950
Schools of theology.....	104	435	3, 351	110	573	3, 838
Schools of law.....	37	151	1, 976	37	158	2, 112
Schools of medicine, of dentistry, and of pharmacy.....	87	726	5, 995	94	1, 148	8, 681
Training schools for nurses.....						
Institutions for the deaf and dumb.....	36	267	4, 337	40	289	4, 534
Institutions for the blind.....	27	513	1, 856	28	545	1, 916
Schools for feeble-minded children.....				9	213	758
Orphan asylums, industrial schools, and miscellaneous charities.....	77	852	10, 324	178	1, 484	22, 107
Reform schools.....	26	331	4, 230	34	579	6, 853

	1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(d)	16, 488	976, 837	(e)	22, 152	1, 180, 890
Normal schools.....	124	966	24, 405	137	1, 031	29, 105
Commercial and business colleges.....	126	577	25, 892	131	594	26, 109
Kindergärten.....	65	125	1, 636	95	216	2, 809
Institutions for secondary instruction.....	1, 031	5, 466	98, 179	1, 143	6, 081	108, 235
Preparatory schools.....	91	697	11, 414	102	746	12, 954
Institutions for the superior instruction of women.....	209	2, 285	23, 445	222	2, 405	23, 795
Universities and colleges.....	343	3, 783	56, 692	355	3, 999	58, 894
Schools of science.....	72	609	7, 244	74	758	7, 157
Schools of theology.....	113	597	4, 356	123	615	5, 234
Schools of law.....	38	181	2, 585	43	224	2, 677
Schools of medicine, of dentistry, and of pharmacy.....	99	1, 121	9, 095	106	1, 172	9, 971
Training schools for nurses.....						
Institutions for the deaf and dumb.....	40	275	4, 900	41	293	5, 087
Institutions for the blind.....	29	525	1, 942	29	498	2, 054
Schools for feeble-minded children.....	9	312	1, 265	9	317	1, 372
Orphan asylums, industrial schools, and miscellaneous charities.....	269	1, 678	26, 360	278	1, 789	54, 204
Reform schools.....	56	693	10, 848	47	678	10, 670

^a 325 cities were included in 1872; their total population according to the census of 1870 was 4, 329, 597.

^b 523 cities, towns, and villages were included in 1873, which had a population of 10, 042, 892.

^c In 1872 this class of schools was included in the table of institutions for secondary instruction.

^d 127 cities, containing 10, 000 inhabitants or more, were included in 1874; their aggregate population was 4, 637, 300.

^e 127 cities, each containing 7, 500 inhabitants or more, reported in 1875; their aggregate population was 4, 304, 654.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1876.			1877.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	23,504	1,343,487	(b)	23,830	1,249,271
Normal schools.....	151	1,065	83,921	152	1,189	37,062
Commercial and business colleges.....	137	599	25,234	134	568	23,496
Kindergärten.....	130	364	4,090	129	336	8,931
Institutions for secondary instruction	1,229	5,999	106,647	1,236	5,963	96,371
Preparatory schools.....	105	736	12,369	114	796	12,510
Institutions for the superior instruction of women..	225	2,404	23,856	220	2,305	23,022
Universities and colleges.....	356	3,920	56,481	351	3,998	57,394
Schools of science	75	798	7,614	74	781	8,559
Schools of theology.....	124	580	4,268	124	564	3,965
Schools of law	42	218	2,664	43	175	2,811
Schools of medicine, of dentistry, and of pharmacy..	102	1,201	10,143	106	1,278	11,225
Training schools for nurses.....						
Institutions for the deaf and dumb	42	312	5,209	43	346	5,743
Institutions for the blind	29	580	2,083	30	566	2,179
Schools for feeble-minded children	11	318	1,560	11	355	1,781
Orphan asylums, industrial schools, and miscellaneous charities.	385	3,197	47,439			
Reform schools.....	51	800	12,067			

	1878.			1879.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(c)	27,944	1,556,974	(d)	28,903	1,669,899
Normal schools.....	156	1,227	39,669	207	1,422	40,029
Commercial and business colleges.....	129	537	21,048	144	535	22,021
Kindergärten.....	159	376	4,797	195	452	7,554
Institutions for secondary instruction	1,227	5,747	100,374	1,236	5,961	106,734
Preparatory schools.....	114	818	12,538	123	818	13,561
Institutions for the superior instruction of women..	225	2,478	23,639	227	2,323	24,605
Universities and colleges.....	358	3,865	57,967	364	4,241	60,011
Schools of science.....	76	809	13,153	81	884	10,919
Schools of theology.....	125	577	4,320	133	600	4,738
Schools of law	50	196	3,012	49	224	3,019
Schools of medicine, of dentistry, and of pharmacy..	106	1,337	11,830	114	1,495	13,321
Training schools for nurses				11	51	298
Institutions for the deaf and dumb	53	372	6,036	53	379	6,391
Institutions for the blind.....	30	547	2,314	30	599	2,213
Schools for feeble-minded children.....	11	422	1,981	13	491	2,234
Orphan asylums, industrial schools, and miscellaneous charities.	389	3,686	67,082	411	4,004	75,020
Reform schools.....	68	996	12,966	67	1,066	14,216

a 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128,955.

b 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,035.

c 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.

d 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1880.			1881.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	29,264	1,710,461	(b)	30,155	1,738,108
Normal schools.....	230	1,466	43,077	225	1,573	43,705
Commercial and business colleges.....	162	619	27,146	202	794	34,414
Kindergarten.....	232	524	8,871	273	676	14,107
Institutions for secondary instruction.....	1,264	6,009	110,277	1,336	6,489	122,617
Preparatory schools.....	125	860	13,239	130	871	13,275
Institutions for the superior instruction of women.....	227	2,340	25,780	226	2,211	26,041
Universities and colleges.....	364	4,160	59,594	362	4,361	62,435
Schools of science.....	83	953	11,584	85	1,019	12,709
Schools of theology.....	142	633	5,242	144	624	4,793
Schools of law.....	48	229	3,134	47	229	3,227
Schools of medicine, of dentistry, and of pharmacy.....	120	1,660	14,006	126	1,746	14,536
Training schools for nurses.....	15	59	323	17	84	414
Institutions for the deaf and dumb.....	56	418	6,657	57	431	6,740
Institutions for the blind.....	30	532	2,032	30	593	2,148
Schools for feeble-minded children.....	13	486	2,472	14	490	2,490
Orphan asylums, industrial schools, and miscellaneous charities.....	430	4,217	59,161	439	4,211	62,317
Reform schools.....	68	1,054	11,921	71	1,164	15,626

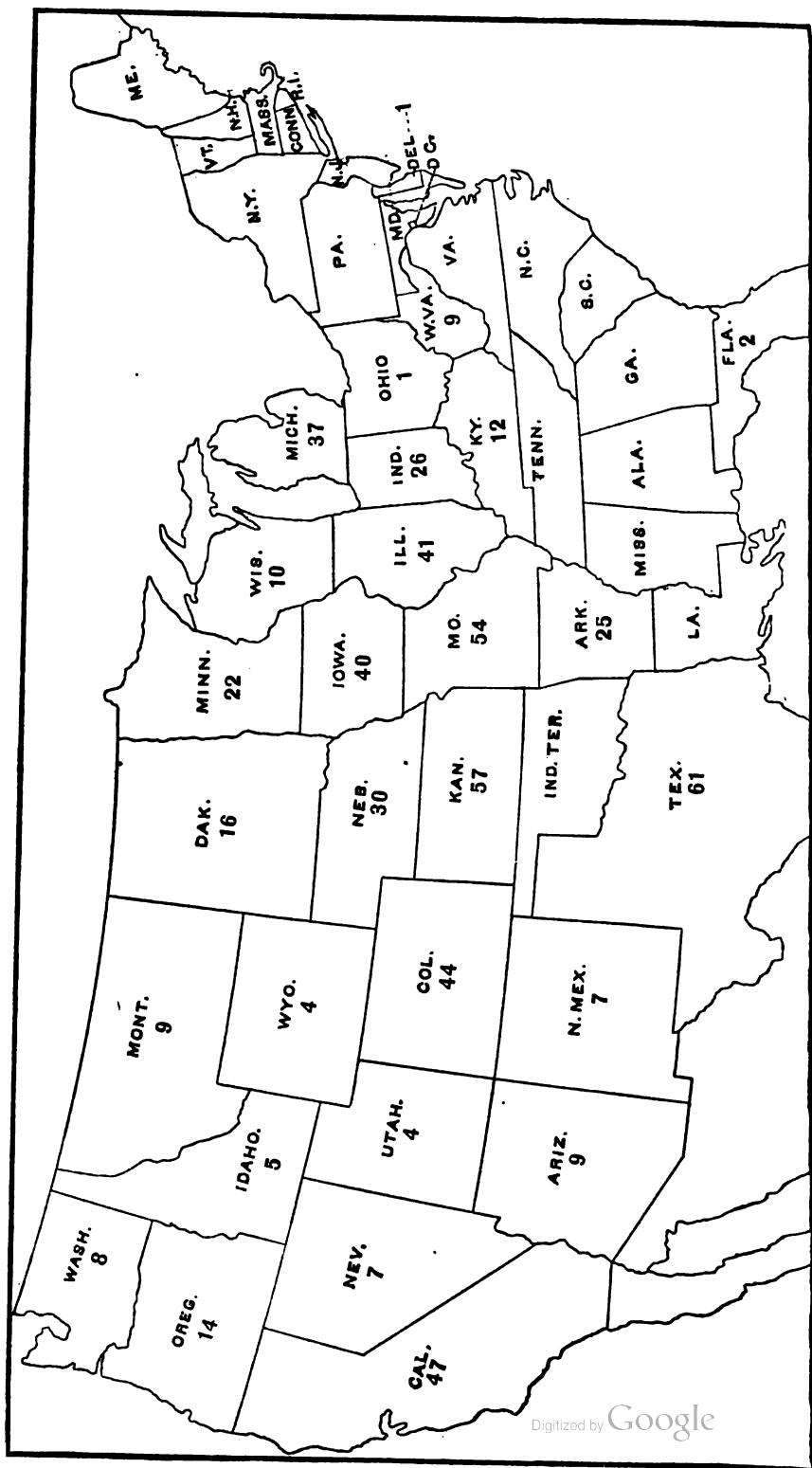
* 234 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.

* 231 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.

It may be hardly necessary to call special attention to the totals here and elsewhere appearing in this report, save to conform to the purpose that pervades the report in all its parts, to leave no reasonable opportunity for misunderstanding its facts. Whenever columns are added it will be seen that the totals only include the figures inserted and that references and cross references are so made to the sources of information and the details from which generalizations are drawn that there can be no justifiable ground for erroneous conclusions. There is, perhaps, no other report made in the country that embraces the work of so large a number of intelligent and critical contributors or that so uniformly attaches to its statements the name of a person or a place, which subjects whatever facts are inserted or statements made to direct personal and local observation and criticism. If there is an error or just ground for complaint the Office is sure to learn of it, and from year to year it is a just ground of satisfaction to those engaged in the preparation of the report that so few errors have occurred.

By the appearance of the Compendium of the Census before the completion of this report and by the courtesy of General Walker and Colonel Seaton, Superintendents of the Census, in furnishing additional data, this Office has been put in possession of valuable material with a view to the study of the population of the country as regards (1) its distribution by nativity, sex, and race; (2) the minor population, and the population of school age, its sex, race, and age; and (3) the illiteracy of the minor population, for the purpose of showing the extent to which all instrumentalities, public and private, come short of the obligation to teach all the youth of the country the art of reading and writing.

This study has been made under my direction by Dr. Charles Warren, and so much of it is inserted here as adds value and completeness to the statistics of education annually presented by this Office. The more full and complete statement, it is hoped, will be issued at an early day as a separate publication.



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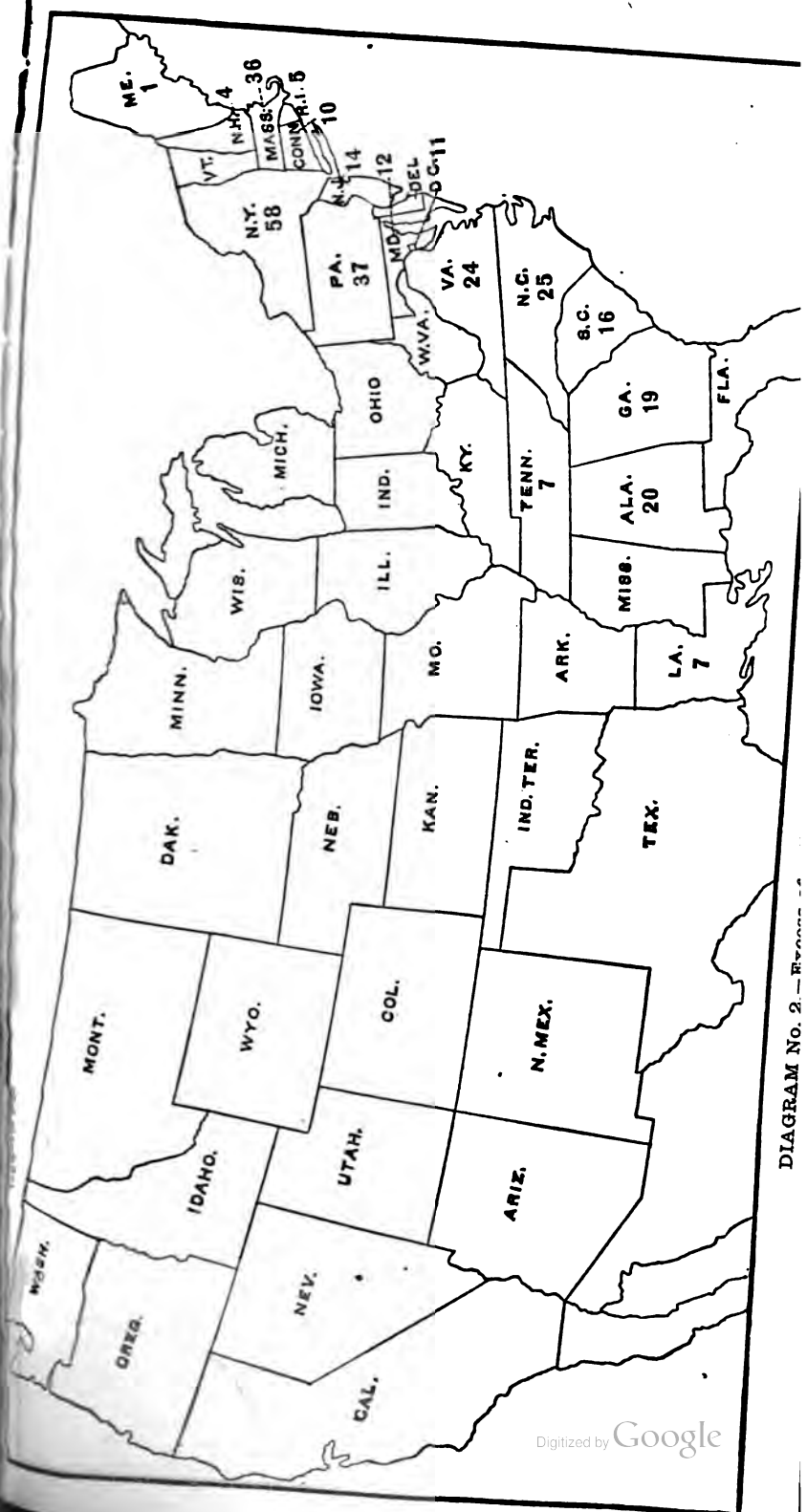


DIAGRAM NO. 2 - EIGHT

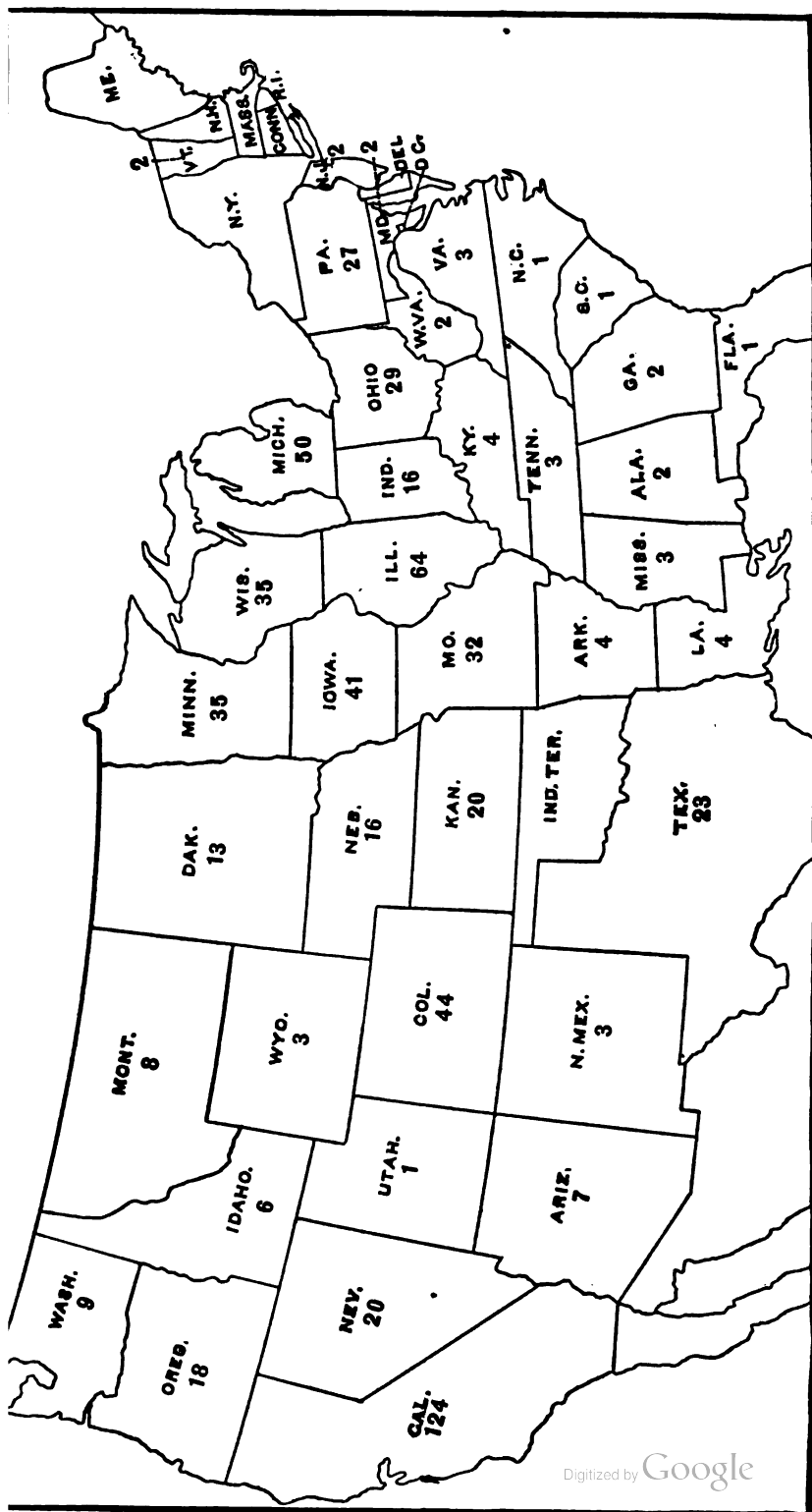




TABLE 1 FROM THE CENSUS OF 1880.

The area of the Union, excluding Alaska and the Indian Territory, is estimated by the Census authorities to be 2,900,170 square miles, the area of Alaska is about 531,409 square miles and that of the Indian Territory is 69,830 square miles, or an aggregate for the whole country of 3,501,409 square miles. In size and in population we are the fourth nation of the world. Probably more than half the English-speaking people of the earth live in the United States.

The native population of the country in 1880, excluding the two unorganized Territories already mentioned, was 43,475,840; the foreign-born population numbered 6,679,943. The native males exceeded the native females by more than 300,000; the foreign-born males exceeded the foreign-born females nearly 600,000; the exact majority of all males over all females was 881,857. The white population numbered 43,402,979; the colored population, 6,580,793; the Chinese and Japanese, 105,613; and the Indians paying taxes, 66,407.¹ Of the colored population, 14,107 were born in other countries; of the Chinese and Japanese, 1,186 were natives; and 1,820 of the civilized Indians were foreign-born.

An examination of the table will show that the females exceeded the males in the following States:

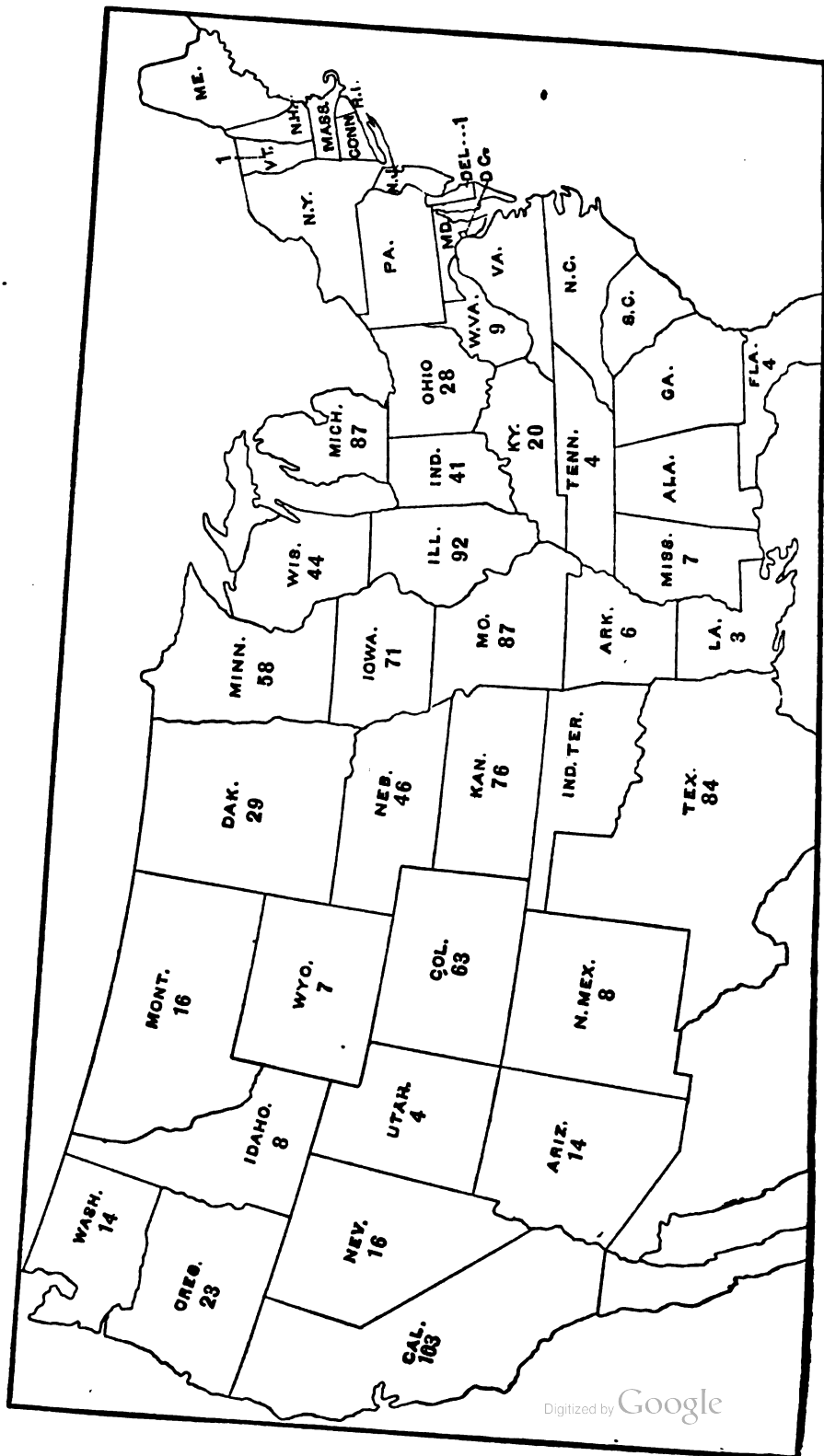
	Per cent.
Maine.....	0.25
New Hampshire.....	3.48
Massachusetts.....	7.71
Rhode Island.....	7.87
Connecticut.....	3.64
New York.....	2.88
Pennsylvania.....	0.45
New Jersey.....	2.01
Maryland.....	2.29
District of Columbia.....	12.52
Virginia.....	2.87
North Carolina.....	3.48
Tennessee.....	0.49
South Carolina.....	3.01
Georgia.....	2.13
Alabama.....	2.77
Louisiana.....	0.52

Thus it may be said in general terms that the country east of the river Ohio and the lower Mississippi has a slight excess of females and that the rest of the country shows an excess of males. The colored population is mostly south of the Missouri, the Ohio, and the Potomac, and the foreign-born population almost entirely north of those rivers. Indeed, there has been an actual decrease since 1870 of foreign-born inhabitants in Vermont, Missouri, Maryland, Kentucky, Tennessee, South Carolina, Georgia, Alabama, Mississippi, and Louisiana.

¹The whole Indian population is about 289,000, according to recent authorities.

TABLE 1, derived from the Census of 1880, showing the area and population of the States and Territories and the general nativity and sex of the population.

States and Territories.	Area in square miles.	Population.	Persons to a square mile.	Nativity.			
				Native.		Foreign.	
				Male.	Female.	Male.	Female.
Alabama.....	51,540	1,262,505	24.50	616,673	636,098	5,956	3,778
Arkansas.....	53,045	802,525	15.13	406,989	383,236	7,340	3,010
California.....	155,980	864,694	5.54	309,650	262,170	208,626	84,348
Colorado.....	103,645	194,327	1.87	99,342	55,195	29,789	10,001
Connecticut.....	4,845	622,700	128.52	241,409	251,299	64,373	65,619
Delaware.....	1,980	146,608	74.80	69,264	67,876	4,844	4,624
Florida.....	54,240	269,493	4.97	130,855	128,729	5,589	4,330
Georgia.....	58,980	1,542,180	26.15	756,535	775,081	6,446	4,118
Illinois.....	56,000	3,077,871	54.96	1,267,793	1,226,502	318,730	264,846
Indiana.....	35,910	1,978,301	55.09	980,290	908,838	80,071	64,107
Iowa.....	55,475	1,624,615	29.29	701,502	661,468	146,634	115,016
Kansas.....	81,700	996,096	12.19	471,566	414,444	65,101	44,965
Kentucky.....	40,000	1,648,660	41.22	800,658	788,515	31,932	27,565
Louisiana.....	45,420	939,946	20.69	439,537	446,263	29,217	24,929
Maine.....	29,895	648,936	21.71	294,506	296,547	29,552	29,331
Maryland.....	9,860	984,943	94.82	419,841	432,296	42,346	40,460
Massachusetts.....	8,040	1,783,085	221.78	651,659	687,985	206,781	236,710
Michigan.....	57,430	1,636,937	28.50	642,932	605,497	219,423	169,085
Minnesota.....	79,205	780,773	9.86	267,645	245,452	151,504	116,172
Mississippi.....	46,340	1,181,597	24.42	560,994	561,394	6,183	3,026
Missouri.....	68,735	2,168,380	31.55	1,005,578	951,224	121,609	89,969
Nebraska.....	76,185	452,402	5.94	192,466	162,522	56,775	40,639
Nevada.....	109,740	62,266	0.57	21,891	14,722	20,128	5,525
New Hampshire.....	9,005	846,991	38.53	143,256	152,441	22,270	24,024
New Jersey.....	7,455	1,181,116	151.73	447,824	461,562	112,098	109,602
New York.....	47,620	5,082,871	106.74	1,906,721	1,964,771	598,601	612,778
North Carolina.....	48,580	1,369,750	28.81	685,509	710,499	2,399	1,843
Ohio.....	40,760	3,198,062	78.46	1,401,890	1,401,229	212,046	182,897
Oregon.....	94,560	174,768	1.85	79,229	65,036	24,152	6,351
Pennsylvania.....	44,985	4,282,891	95.21	1,829,000	1,866,062	307,655	280,174
Rhode Island.....	1,085	276,531	254.87	98,606	103,932	34,424	39,569
South Carolina.....	30,170	995,577	33.00	486,012	501,879	4,396	3,290
Tennessee.....	41,750	1,542,359	36.94	759,349	766,308	9,928	6,774
Texas.....	262,290	1,591,749	6.07	769,122	708,011	68,718	45,898
Vermont.....	9,135	332,286	36.38	145,445	145,882	21,442	19,517
Virginia.....	40,125	1,512,565	37.70	736,766	761,103	8,823	5,873
West Virginia.....	24,645	618,457	25.09	304,517	295,675	9,978	8,287
Wisconsin.....	54,450	1,315,497	24.16	460,054	450,018	220,015	185,410
Total.....	2,040,785	49,371,340	24.19	21,559,825	21,311,731	3,515,794	2,983,990
Arizona.....	112,920	40,440	0.36	16,626	7,765	11,576	4,473
Dakota.....	147,700	135,177	0.92	49,878	33,504	32,418	19,377
District of Columbia.....	60	177,624	2,960.40	74,845	85,657	8,733	8,389
Idaho.....	84,290	32,610	0.39	13,868	8,768	7,950	2,024
Montana.....	145,310	39,159	0.27	18,339	9,090	9,638	1,883
New Mexico.....	122,460	119,565	0.98	59,161	52,353	5,335	2,716
Utah.....	82,190	143,963	1.75	62,189	47,780	22,320	21,074
Washington.....	66,880	75,116	1.12	33,601	25,712	12,372	3,431
Wyoming.....	97,575	20,789	0.21	9,722	5,217	4,430	1,420
Total.....	859,385	784,443	0.91	328,429	275,855	114,772	65,387
Grand total.....	2,900,170	50,155,783	17.29	21,888,254	21,587,586	3,630,566	3,049,377



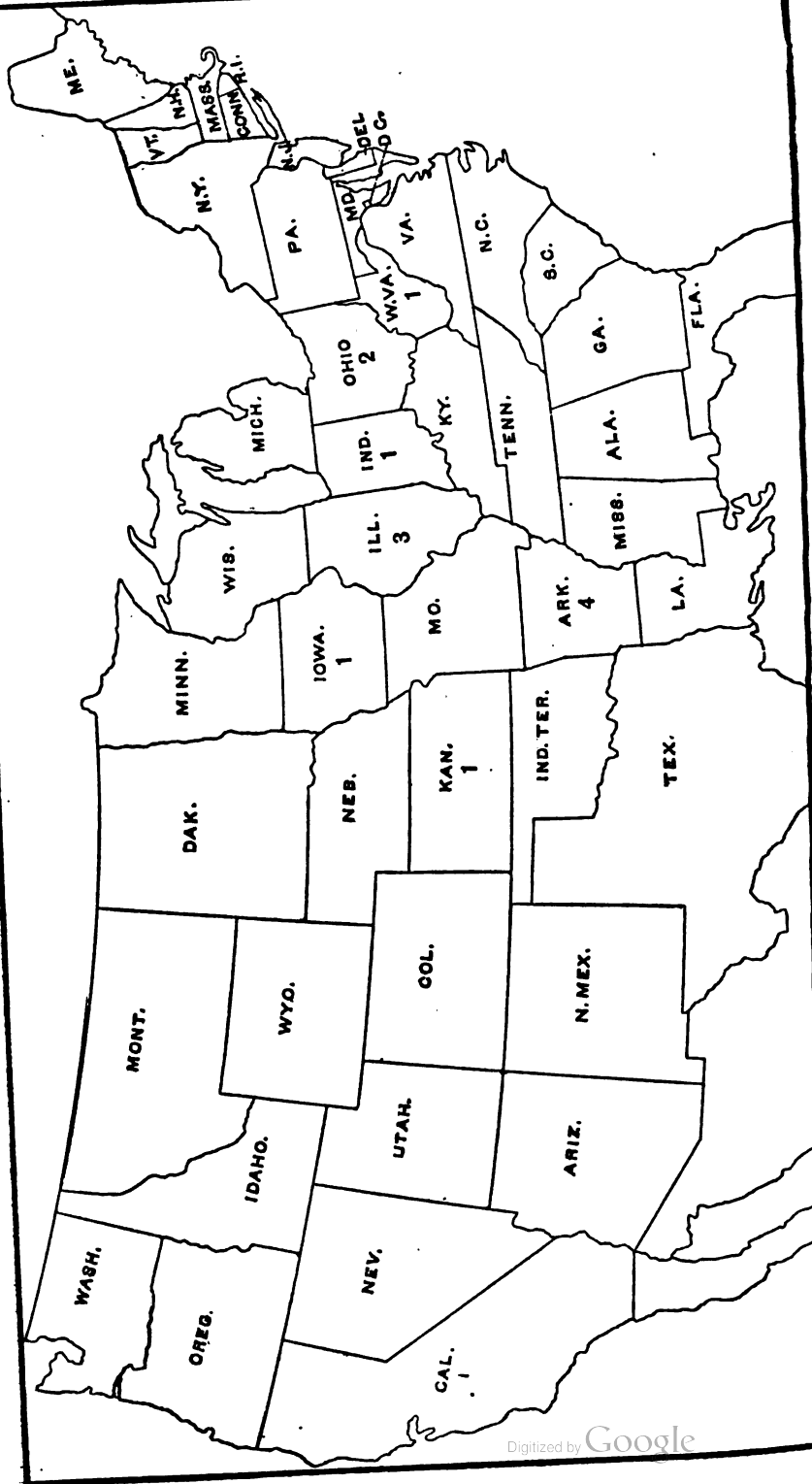




TABLE 2, from the Census of 1880, showing the race and sex of the population in the States and Territories.

States and Territories.	Race.							
	White.		Colored.		Chinese and Japanese.		Indians.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Alabama.....	327,517	334,668	295,001	305,102	4	.....	107	106
Arkansas.....	308,706	282,825	107,331	103,335	131	2	111	84
California.....	435,056	332,125	3,467	2,551	71,325	3,893	8,328	7,949
Colorado.....	127,041	64,085	1,433	1,002	593	19	64	90
Connecticut.....	299,980	310,789	5,550	5,997	124	5	128	127
Delaware.....	60,777	50,883	13,327	13,115	1	.....	3	2
Florida.....	73,264	69,341	63,068	63,622	16	2	96	84
Georgia.....	403,744	413,162	359,157	365,976	17	.....	63	61
Illinois.....	1,561,726	1,469,425	24,507	21,861	208	4	82	58
Indiana.....	989,933	948,845	20,267	18,961	29	.....	112	134
Iowa.....	842,694	771,906	5,191	4,325	33	.....	218	243
Kansas.....	514,084	438,071	22,152	20,955	18	1	413	402
Kentucky.....	698,757	678,422	133,798	137,653	9	1	26	24
Louisiana.....	228,974	225,980	238,879	244,776	460	29	441	407
Maine.....	322,973	323,879	765	686	8	.....	312	313
Maryland.....	359,670	365,028	102,505	107,725	5	.....	7	8
Massachusetts.....	848,977	914,805	9,049	9,648	229	8	185	184
Michigan.....	850,795	763,765	7,836	7,264	28	.....	3,696	3,553
Minnesota.....	417,075	359,809	905	659	25	.....	1,144	1,156
Mississippi.....	243,226	236,172	322,959	327,332	51	.....	941	916
Missouri.....	1,054,879	967,947	72,153	73,197	91	.....	64	49
Nebraska.....	247,815	201,949	1,296	1,069	18	.....	112	123
Nevada.....	35,059	18,497	308	180	5,106	313	1,546	1,257
New Hampshire.....	170,137	176,062	341	344	14	.....	84	29
New Jersey.....	540,870	551,147	18,846	20,007	168	4	38	36
New York.....	2,473,121	2,542,901	30,852	34,252	914	12	435	384
North Carolina.....	424,944	442,298	262,363	268,914	1	.....	600	630
Ohio.....	1,572,789	1,545,131	40,962	38,988	112	.....	73	57
Oregon.....	92,935	70,140	270	217	9,348	164	828	866
Pennsylvania.....	2,095,213	2,101,803	41,193	44,342	148	8	101	83
Rhode Island.....	130,014	139,925	2,952	3,536	27	.....	37	40
South Carolina.....	192,544	198,561	297,787	306,545	9	.....	68	63
Tennessee.....	571,603	567,228	197,467	205,684	24	1	188	169
Texas.....	640,439	556,798	196,746	196,638	134	2	521	471
Vermont.....	166,312	164,906	566	491	.....	.....	9	2
Virginia.....	436,611	444,227	308,935	322,681	6	.....	37	43
West Virginia.....	300,992	291,545	13,482	12,404	5	.....	16	13
Wisconsin.....	676,949	632,669	1,521	1,181	14	2	1,585	1,576
Total.....	21,738,215	20,976,264	3,225,187	3,293,185	89,453	4,470	22,764	21,802
Arizona.....	24,556	10,604	104	51	1,601	31	1,941	1,552
Dakota.....	81,176	51,971	225	176	220	18	675	716
District Columbia.....	57,330	60,686	26,238	33,358	15	2	5	.....
Idaho.....	18,440	10,573	39	14	3,256	123	83	82
Montana.....	25,522	9,863	191	155	1,685	80	779	884
New Mexico.....	58,655	50,066	638	377	54	3	5,149	4,623
Utah.....	73,477	68,946	124	108	480	21	428	379
Washington.....	40,513	26,696	209	116	3,161	26	2,090	2,315
Wyoming.....	13,026	6,411	160	138	895	19	71	69
Total.....	392,685	295,806	27,928	34,493	11,367	323	11,221	10,620
Grand total.....	22,130,900	21,272,070	3,253,115	3,327,678	100,820	4,793	33,985	32,422

TABLE 2 FROM THE CENSUS OF 1880.

The second table presented shows the sex and race of the inhabitants in the several States and Territories. The Chinese were found chiefly in California, Oregon, Nevada, Idaho Territory, and Washington Territory. Chinese males exceed Chinese females in number ninety-six thousand, thus proving that their stay in the country is only provisional and temporary and that they can give no "hostages to fortune." The conditions of their stay in the country and of the further admission of Chinese men in such disproportion is a proper subject for national legislation. My report for 1870 contained an article on the Chinese migration to this country, in which the chief peculiarity of that race was said to be their family life. This is doubtless true of the Chinese in China; it certainly is not true of them in this country up to the present time. Industrious, frugal, law abiding families are the best foundations of a state; but the present condition of Chinese immigration is demoralizing to those who come here, destructive of previous economic relations, and profitable only to the few great "companies," who control and employ labor purely for their own benefit, regardless of the misery they entail on others.

The white males exceeded the white females 858,830; much of this excess is occupied in subduing the dangers and difficulties of the Territories and the newer States. In such communities the expenditure of life is as inevitable as in the vicissitudes of war, and the bulk of it must be borne by the more adventurous and stronger sex. Several decades of years must pass before numerical equality of sex is established. If the relation between the two sexes in the colored population be assumed as the natural one for this continent, we find that about one million three hundred and forty thousand white males are available, or growing up to become available, for this special conquest of natural difficulties in our more recent communities. Washington, Oregon, Idaho, Montana, California, Colorado, Arizona, Dakota, Nebraska, Kansas, Minnesota, Michigan, and Texas show where the pioneers now muster thickest. Diagrams Nos. 5-8 display the excess of white and colored males and females in the different parts of the Union in an effective way.

TABLE 3 FROM THE CENSUS OF 1880.

The third table derived from the Census shows some interesting particulars respecting the native population of the country: Sixty-seven per cent. of these natives, forming seventy-seven per cent. of the whole population, lived in the States in which they were born; these 33,882,734 doubtless included most of the children and more than half the women of this country. The other element of the native population comprised 9,593,106 people who had moved from the States of their birth to others. Surely this is a "wandering of the nations" as wonderful as any historian has related. It tends to make the people of one part familiar with other portions of the country, promotes friendships, relationships, ties of business, political harmony and equity, and in a thousand silent ways helps to bind the memories, hopes, affections, and interests of the people together.

The columns showing the "net gain" and "net loss" of the several States and Territories serve as indications of the relative attractions and opportunities afforded by them. Seventeen States and one Territory show a net loss of native stock: their native immigration had not equalled their native emigration. New York, though the most populous of the States, contributed native emigrants to other States to such a degree that her net loss of natives was greater than the whole population of any one of fifteen States. Virginia was the next largest net loser of her native stock to the population of other States, but Ohio and Pennsylvania contributed absolutely more than Virginia to the native settlers of other Commonwealths. Kentucky, Tennessee, and South Carolina also contributed heavily to the populations of other States. Among the New England States, Rhode Island had gained slightly, Massachusetts had lost a few thousands, and the others had lost many thousands. Yet, by comparing the column of foreign-born residents in Table 1 with the column of net native loss in this table, we see that in many cases the loss of natives was more than made up by the incoming of foreigners. Thus, New York had 1,211,000 foreigners; Pennsylvania, 587,000; Massachusetts, 443,000; and Connecticut, 130,000.

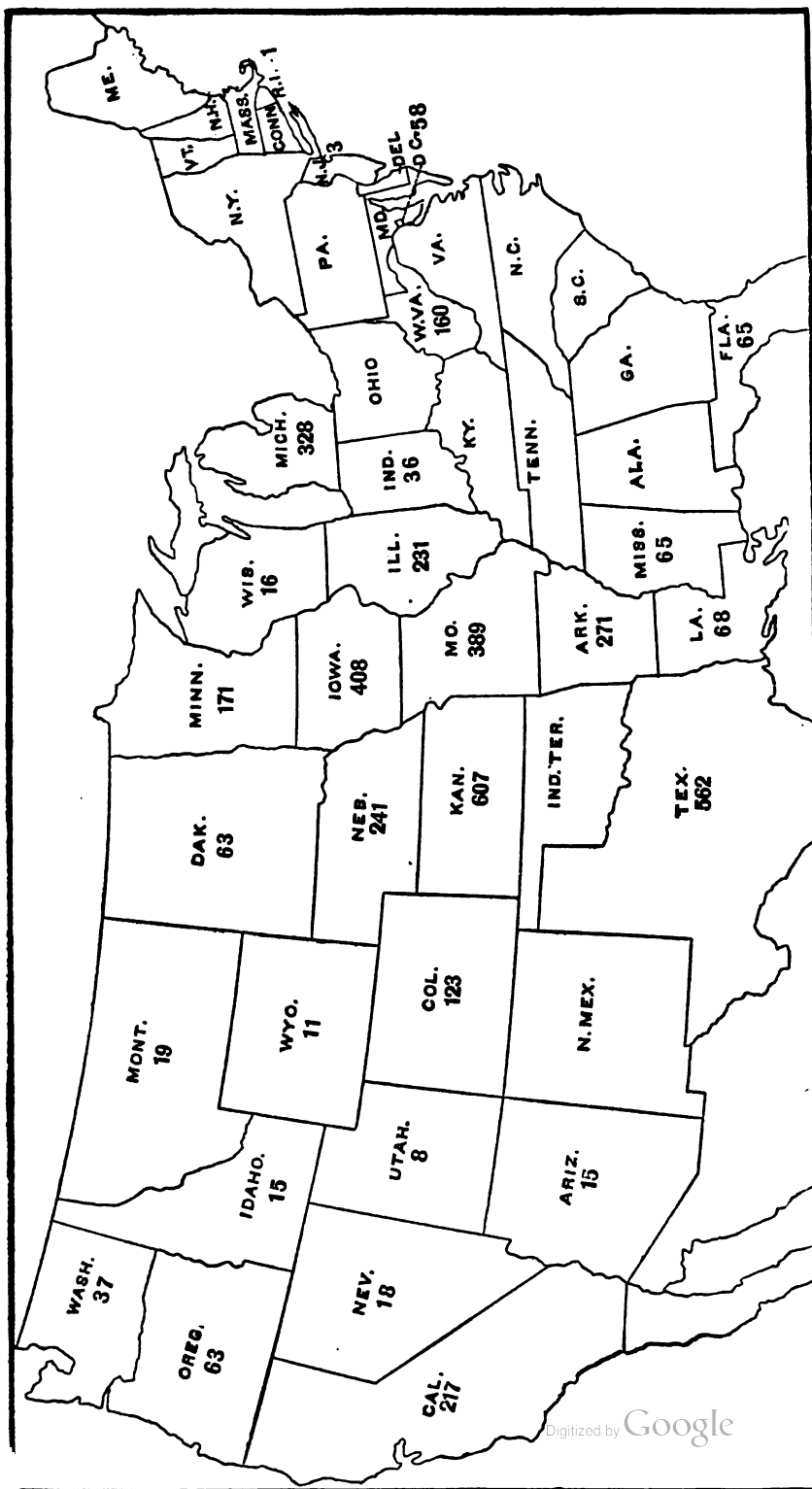


DIAGRAM No. 9. —Net gain, in thousands, of native inhabitants by the States and Territories.



DIAGRAM No. 10.—Net loss, in thousands, of native inhabitants by the States and Territories.

XXIV REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 3, derived from the Census of 1880,¹ showing the movement of the native population of the States and Territories and the net gain or loss resulting to each thereby.

States and Territories.	Number of natives—				
	Born in the State and living in it.	Living in the State, who were born elsewhere.	Born in the State, but living in other States.	Net gain.	Net loss.
Alabama.....	1,014,633	238,138	304,556		66,418
Arkansas.....	436,677	355,498	84,063	271,435	
California.....	326,000	245,820	29,157	216,663	
Colorado.....	26,363	128,174	5,464	122,710	
Connecticut.....	368,211	94,497	140,621		46,124
Delaware.....	110,643	26,497	44,874		18,877
Florida.....	173,481	86,103	21,037	65,066	
Georgia.....	1,395,214	136,402	323,854		187,452
Illinois.....	1,709,520	784,775	553,889	230,896	
Indiana.....	1,354,565	479,558	443,925	35,633	
Iowa.....	737,306	625,659	217,389	408,270	
Kansas.....	233,066	652,944	46,065	606,859	
Kentucky.....	1,402,112	187,061	454,198		267,137
Louisiana.....	728,322	157,478	89,170	68,308	
Maine.....	563,015	27,038	182,257		155,219
Maryland.....	762,641	89,496	195,500		106,004
Massachusetts.....	1,068,565	251,029	267,730		16,701
Michigan.....	803,306	445,123	117,355	327,768	
Minnesota.....	302,371	210,726	39,379	171,347	
Mississippi.....	863,185	259,203	193,808	65,395	
Missouri.....	1,268,641	688,161	298,643	389,518	
Nebraska.....	95,790	259,198	17,688	241,510	
Nevada.....	13,732	22,881	4,524	18,357	
New Hampshire.....	242,757	57,940	128,505		70,565
New Jersey.....	725,614	183,802	180,391	8,411	
New York.....	3,556,394	315,098	1,197,153		882,065
North Carolina.....	1,344,553	51,455	293,505		242,050
Ohio.....	2,361,437	441,682	941,219		499,537
Oregon.....	67,942	76,323	13,666	62,657	
Pennsylvania.....	3,385,693	309,369	798,487		489,118
Rhode Island.....	152,487	50,051	49,235	816	
South Carolina.....	952,395	35,496	230,916		195,420
Tennessee.....	1,313,552	212,105	473,952		261,847
Texas.....	870,705	606,428	44,315	562,113	
Vermont.....	251,780	39,547	178,261		138,714
Virginia.....	1,435,124	62,745	683,336		620,591
West Virginia.....	397,267	202,925	42,946	159,979	
Wisconsin.....	693,177	216,895	200,768	16,127	
Arizona.....	8,166	16,225	923	15,302	
Dakota.....	17,796	65,586	2,844	62,742	
District of Columbia.....	80,702	79,800	21,726	58,074	
Idaho.....	5,992	16,644	1,761	14,883	
Montana.....	7,223	20,413	1,462	18,951	
New Mexico.....	101,046	10,468	12,742		2,274
Utah.....	81,716	18,253	10,414	7,839	
Washington.....	19,359	39,954	3,066	36,888	
Wyoming.....	2,496	12,443	1,595	10,848	
Unclassified.....			4,752		4,752
	33,882,734	9,593,106	9,593,106	4,270,355	4,270,355

¹All the figures except those in the first column having been computed in the Bureau of Education.

TABLE 4 FROM THE CENSUS OF 1880.

The distribution of the Chinese has been sufficiently shown in Table 2. A slight examination of the fourth table derived from the last census shows that immigrants from the German Empire exceeded other classes of foreigners in sixteen States: Illinois, Ohio, Wisconsin, Missouri, Iowa, Indiana, Maryland, Nebraska, Kentucky, Kansas, Louisiana, Virginia, West Virginia, Arkansas, Alabama, and South Carolina. Immigrants from Ireland were more numerous than foreigners from any other country in ten States—New York, Pennsylvania, Massachusetts, New Jersey, Connecticut, Rhode Island, Tennessee, Delaware, Georgia, and Mississippi—as well as in the District of Columbia. Great Britain sent the most foreign immigrants to North Carolina, Utah, Colorado, and Wyoming. The British American possessions sent the greatest number of foreign residents in Michigan, Maine, New Hampshire, Vermont, and Montana. Scandinavians were the chief foreign element in the population of Minnesota and Dakota. Mexico contributed most to the foreigners living in Texas, Arizona, and New Mexico; and Florida received more foreigners from Cuba and other West Indian islands than from any other source. Attention is invited to diagram No. 12, in connection with this table.

The number of foreign-born residents from the German Empire increased in ten years from 1,690,533 to 1,966,742; those from Great Britain, from 766,292 to 917,598; British-American immigrants, from 493,464 to 717,157; and Scandinavian immigrants, from 241,655 to 440,262. The immigrants from Ireland numbered 1,855,827 in 1870 and 1,554,571 in 1880, a decrease of 1,256. The preponderance of Celtic methods and ideas in our immigrant population is therefore at an end, at least for the present; the German, Scandinavian, and British elements will exert an ever-increasing Teutonic influence, and will form a strong, sensible, and steady influence to counterbalance the volatile and brilliant qualities of the Irish blood. The approaching railroad connections with Mexico will doubtless encourage an exchange of population with that country along our southwestern border. Whether this will be advantageous or not cannot be foretold at the present time. Certainly, the sluggishness of the native population in New Mexico in becoming American in feeling or action is not encouraging for the future of the lands that they and their congeners across the border have occupied.

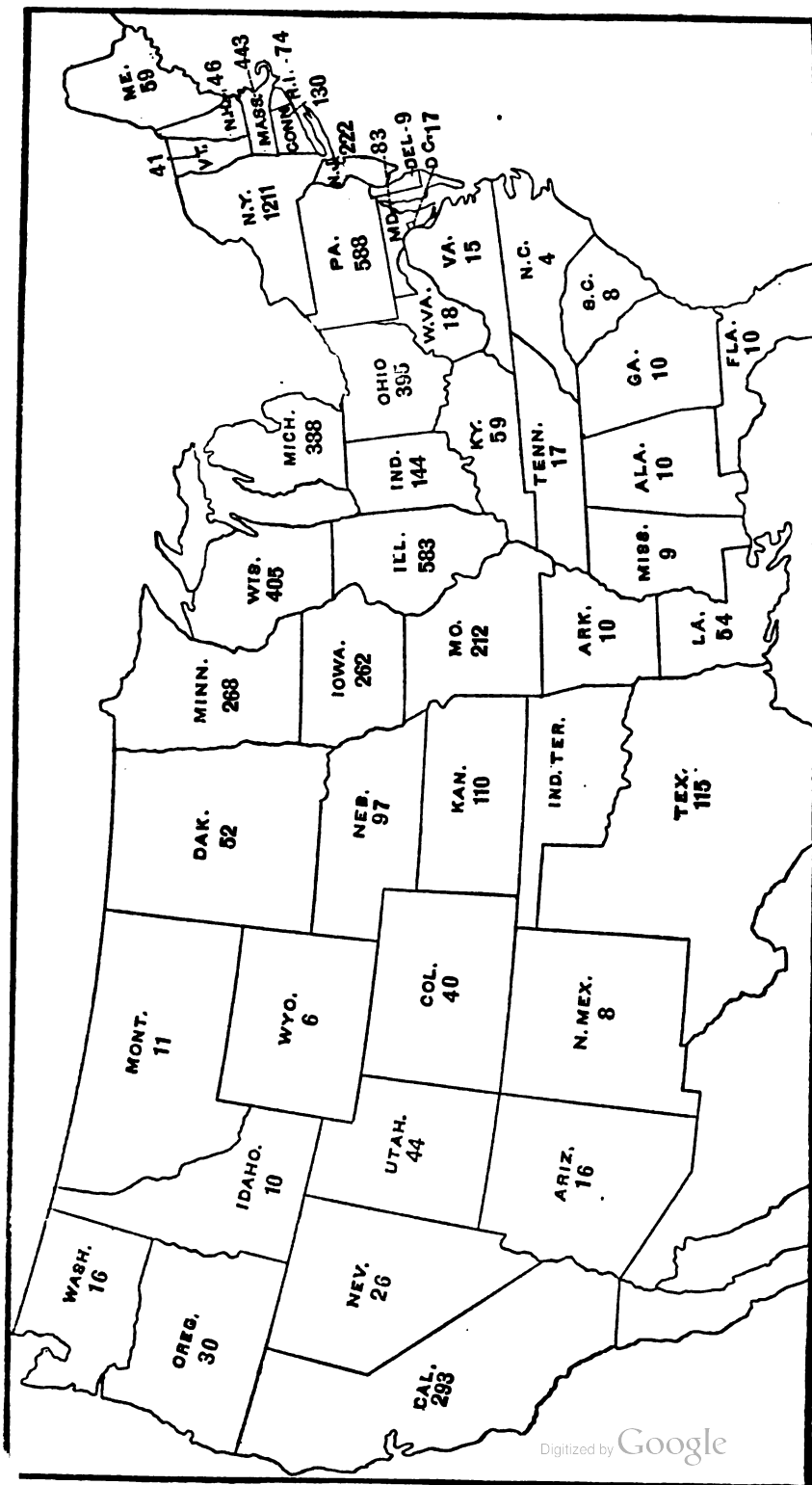


DIAGRAM No. 11. - Number of foreign-born inhabitants, in thousands, in the States and Territories.

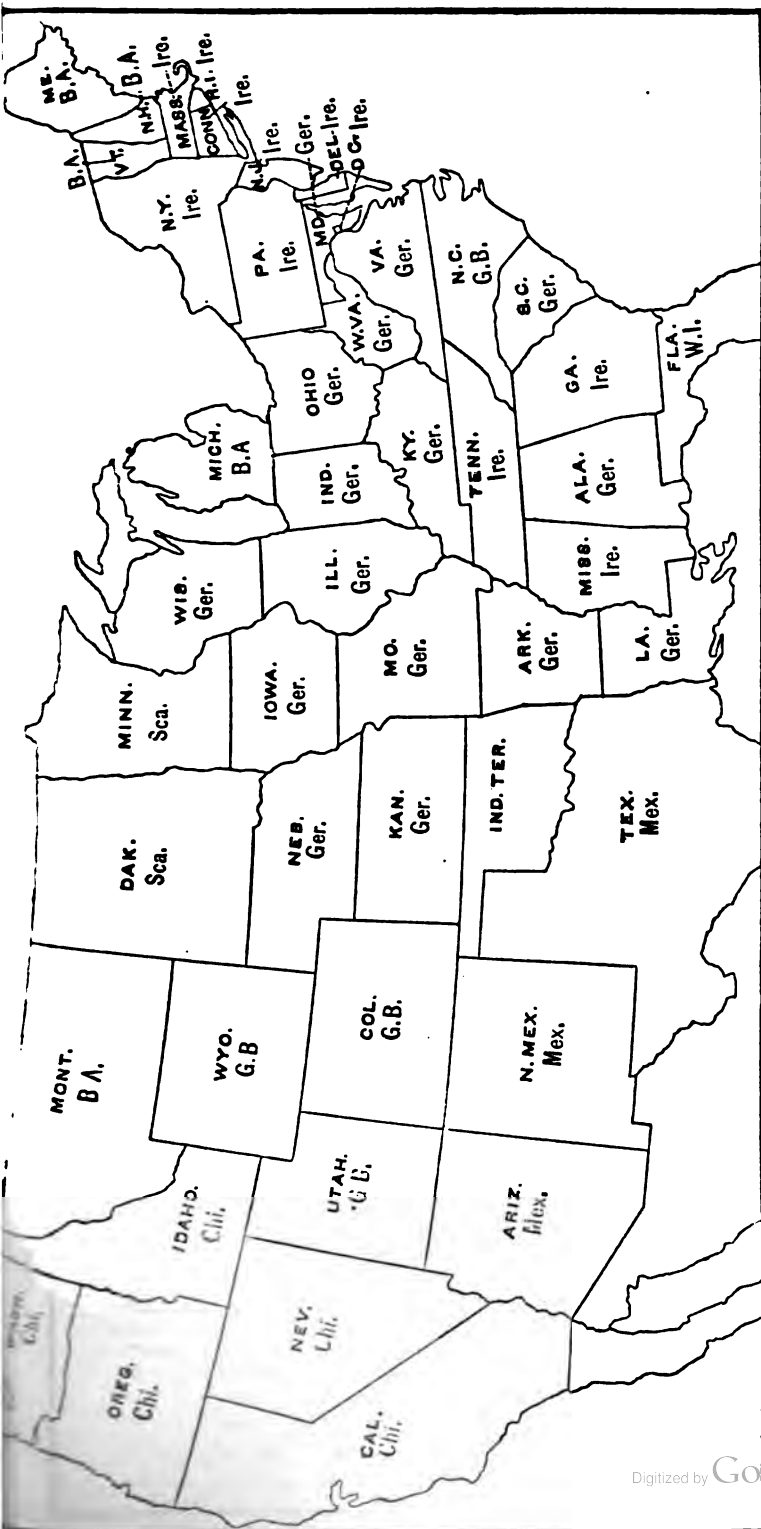


DIAGRAM No. 12. — Foreigners most numerous in each State and Territory.

B.A. — British Americans.

Chi. — Chinese.

Ger. — German.

Ire. — Irish.

Mex. — Mexican.

Sca. — Swedish, Norwegians, and Danes.

W.I. — West Indians.

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TABLE 4, *derived from the Census of 1880, showing the number of inhabitants in the States and Territories born in specified foreign countries.*

[Columns marked with an * have been computed by the Bureau of Education.]

States and Territories.	Number of inhabitants born in—				
	German Empire.	Ireland.	Great Britain.	British America.	Sweden, Norway, and Denmark.
Alabama.....	3,238	2,966	1,441	271	212
Arkansas.....	3,620	2,432	1,505	787	342
California.....	42,532	62,962	33,097	18,889	9,722
Colorado.....	7,012	8,263	11,684	5,785	3,033
Connecticut.....	15,627	70,638	20,045	16,444	2,662
Delaware.....	1,179	5,791	1,770	246	113
Florida.....	978	652	1,113	446	569
Georgia.....	2,956	4,148	1,612	348	214
Illinois.....	235,786	117,343	75,859	34,043	65,414
Indiana.....	80,756	25,741	14,767	5,569	3,886
Iowa.....	88,268	44,061	32,526	21,097	46,046
Kansas.....	28,084	14,993	20,059	12,536	14,403
Kentucky.....	30,413	18,256	5,481	1,070	186
Louisiana.....	17,475	13,807	3,320	726	638
Maine.....	688	13,421	5,401	37,114	1,360
Maryland.....	45,481	21,865	8,813	988	413
Massachusetts.....	16,872	226,700	60,732	119,302	5,971
Michigan.....	89,085	43,413	54,827	148,866	16,442
Minnesota.....	66,592	25,942	12,609	29,631	107,760
Mississippi.....	2,556	2,753	1,367	309	45
Missouri.....	106,800	48,898	21,249	8,685	4,511
Nebraska.....	31,125	10,133	11,080	8,622	16,688
Nevada.....	2,213	5,191	5,147	3,147	79
New Hampshire.....	789	13,052	4,631	27,142	24
New Jersey.....	64,935	93,079	39,803	3,536	3,111
New York.....	355,913	499,445	151,914	84,182	16,499
North Carolina.....	950	611	1,163	425	9
Ohio.....	192,597	78,927	64,340	16,146	2,000
Oregon.....	5,034	3,659	4,254	3,019	1,941
Pennsylvania.....	168,426	236,505	130,360	12,376	8,900
Rhode Island.....	1,966	35,281	15,709	18,306	80
South Carolina.....	2,846	2,626	1,038	141	12
Tennessee.....	3,983	5,975	2,792	545	3
Texas.....	35,347	8,108	8,434	2,472	2,600
Vermont.....	396	11,687	3,777	24,620	11
Virginia.....	3,759	4,835	3,815	585	1
West Virginia.....	7,029	6,459	3,044	295	1
Wisconsin.....	184,328	41,907	36,150	28,965	66,200
Arizona.....	1,110	1,296	1,016	571	2
Dakota.....	5,925	4,104	3,456	10,678	17,800
District of Columbia.....	5,055	7,840	2,200	452	1
Idaho.....	750	981	2,497	584	1,100
Montana.....	1,705	2,408	1,821	2,481	600
New Mexico.....	729	795	477	280	
Utah.....	885	1,321	25,258	1,036	12,700
Washington.....	2,198	2,243	2,478	2,857	1,500
Wyoming.....	801	1,093	1,067	542	500
	1,966,742	1,854,571	917,598	717,157	440,500

TABLES 5 AND 6 FROM THE CENSUS OF 1880.

The fifth table from the Census shows the age, by single years, of the minor population in each State and Territory and in the whole Union. General Walker and Colonel Seaton have wisely reported in this way, for the first time in our statistical history, the age of the population under eighty years. Educators will see at a glance how important this is for their calculations and how useful in their labors.

The sixth table from the Census of 1880 divides the minor population of the States and Territories in two ways, first, distinguishing those of legal school age, according to the law in each State, from those above and below that age; and, secondly, the number between six and fifteen years old (both ages inclusive) from the number younger than six and the number sixteen or older. The minors of legal school age in the Union were 16,265,089, those under legal school age numbered 7,780,150, and those over legal school age were 1,189,107. The number between six and fifteen, inclusive, was 11,771,437, or 4,493,652 less than the number of legal school age.¹

TABLE 5. from the Census of 1880, showing the minor population of the United States in 1880.

Years of age.	Alabama.	Arkansas.	California.	Colorado.	Connecticut.	Delaware.	Florida.	Georgia.
Under 1	44,275	31,656	18,788	4,010	12,879	3,867	8,913	53,378
1	37,845	25,744	16,830	3,448	11,359	3,248	7,433	48,090
2	44,504	29,416	19,623	3,923	13,083	3,765	9,190	54,800
3	43,071	27,834	19,222	3,998	12,575	3,660	8,851	51,018
4	44,504	27,800	18,963	3,921	12,975	3,795	9,461	54,329
5	42,302	28,072	18,511	3,656	12,936	3,694	8,811	50,539
6	42,249	27,727	18,800	3,651	12,942	3,647	9,116	53,026
7	39,318	25,480	17,851	3,304	12,617	3,429	7,968	45,642
8	40,438	25,041	18,163	3,348	12,372	3,392	8,393	48,515
9	32,219	21,879	16,881	2,848	11,659	3,255	6,707	39,033
10	38,216	24,120	18,107	3,129	12,295	3,481	8,184	46,428
11	35,982	18,263	15,434	2,497	11,192	2,877	5,390	32,420
12	35,646	22,003	16,811	2,888	12,525	3,558	7,515	43,888
13	27,082	17,478	15,026	2,384	11,504	3,108	5,832	33,428
14	27,892	16,084	15,431	2,309	11,946	3,229	6,054	34,495
15	23,248	13,030	14,661	2,015	11,046	2,890	4,800	27,918
16	24,707	13,865	15,607	2,197	11,222	3,117	5,282	30,400
17	22,029	13,033	15,110	2,146	11,256	2,998	4,393	25,823
18	31,846	18,357	17,910	3,128	12,832	3,395	6,335	37,240
19	22,938	14,917	17,068	3,621	12,534	3,109	4,768	28,321
20	31,178	17,975	20,072	4,633	13,033	3,404	6,487	39,074
Total	721,489	459,374	364,869	67,054	256,782	70,918	149,883	877,775

¹In forming the second column of the sixth table, I could not follow the census authorities in considering the period between five and eighteen years of age as the best school age, because I do not share that opinion, nor do the laws of the States generally adopt those limits for their school ages. The period between the sixth and the sixteenth years (six to fifteen, both included, or six to sixteen, as usually expressed) is the time that a majority of school authorities believe, on the whole, best adapted for public school work, and I have accordingly computed the numbers between those ages and inserted them in the fifth column of the table.

TABLE 5, from the Census of 1880, showing the minor population, &c.—Continued.

Years of age.	Illinois.	Indiana.	Iowa.	Kansas.	Kentucky.	Louisiana.	Maine.	Maryland.
Under 1	87,859	53,353	48,025	32,547	52,982	30,946	12,812	26,327
1	75,595	48,075	42,074	27,525	44,228	25,315	11,991	21,748
2	86,011	52,008	46,227	30,427	52,158	32,888	13,205	25,364
3	82,806	49,564	46,636	30,076	48,874	30,749	13,114	24,688
4	84,043	52,633	46,548	30,529	50,105	31,185	13,265	24,827
5	81,450	50,889	44,372	29,080	48,525	28,739	13,094	24,002
6	82,576	53,480	43,206	29,382	51,955	29,982	13,144	24,777
7	76,071	49,604	42,466	27,731	46,424	28,188	12,730	23,070
8	78,093	51,363	42,767	27,496	47,352	29,043	13,279	23,214
9	73,452	47,237	40,053	25,906	42,589	23,891	12,633	21,563
10	79,220	51,811	42,906	26,980	46,841	27,955	13,385	23,658
11	69,022	45,931	37,746	23,545	37,472	18,820	12,214	19,359
12	77,473	52,488	41,204	25,535	45,490	25,794	13,537	23,033
13	68,079	47,032	37,633	22,944	38,975	20,031	13,034	19,878
14	68,557	45,275	36,810	21,460	38,602	19,386	12,801	20,805
15	60,481	40,166	32,520	17,853	33,180	16,896	12,207	18,349
16	64,228	42,610	34,101	18,913	35,967	16,817	12,351	19,501
17	63,751	42,716	34,326	18,704	33,083	14,661	12,447	18,204
18	73,967	48,857	38,686	21,189	39,541	19,635	13,787	20,819
19	66,710	44,746	35,276	19,651	34,822	16,368	12,955	18,970
20	70,955	44,866	36,528	19,682	36,238	21,368	13,331	20,983
Total	1,571,599	1,016,704	850,710	523,255	904,903	508,007	271,316	463,138

Years of age.	Massachusetts.	Michigan.	Minnesota.	Mississippi.	Missouri.	Nebraska.	Nevada.	New Hampshire.
Under 1	37,587	42,585	24,824	40,754	65,120	15,665	1,311	6,141
1	33,051	38,788	22,150	33,646	54,999	13,539	1,130	5,690
2	36,424	42,216	23,352	41,265	65,253	14,299	1,318	6,224
3	35,989	41,774	23,722	40,041	63,237	14,504	1,278	6,228
4	36,256	42,487	23,161	40,170	62,314	14,149	1,260	6,290
5	36,554	40,893	22,315	39,893	62,346	13,537	1,215	6,151
6	35,380	40,283	21,698	39,607	63,729	12,962	1,172	6,254
7	34,624	37,842	20,529	36,061	58,848	12,361	981	6,002
8	32,948	37,487	20,522	36,786	59,266	11,991	1,049	6,096
9	32,069	35,906	18,523	29,681	55,637	11,154	886	5,727
10	33,873	38,830	19,710	35,074	60,065	11,772	963	6,123
11	30,334	34,410	16,884	23,860	50,568	9,668	828	5,878
12	33,593	37,289	18,161	32,349	57,706	10,527	796	6,402
13	31,043	34,097	16,865	25,372	50,772	9,117	759	6,187
14	32,578	33,732	16,162	25,388	49,668	8,862	704	6,080
15	30,817	29,528	14,708	21,140	42,542	7,358	684	5,980
16	31,825	32,412	15,801	22,345	46,369	7,962	693	6,061
17	31,864	31,683	15,697	18,580	43,954	7,872	614	6,180
18	36,626	35,139	17,571	26,646	52,571	9,067	905	7,096
19	36,463	34,242	16,412	19,840	46,977	8,786	916	6,736
20	39,453	35,817	17,470	26,233	49,410	8,867	1,199	7,310
Total	719,375	776,930	406,237	654,731	1,161,391	234,054	20,661	130,637

TABLE 5, from the Census of 1880, showing the minor population, &c.—Continued.

Years of age.	New Jersey.	New York.	North Carolina.	Ohio.	Oregon.	Pennsylvania.	Rhode Island.	South Carolina.
Under 1	28,192	115,847	47,893	84,137	4,777	115,804	6,132	34,985
1	24,348	99,680	44,468	73,554	4,194	103,122	5,402	32,038
2	27,546	115,800	48,520	82,738	4,600	112,510	5,914	36,299
3	27,172	113,819	45,685	81,269	4,779	109,873	5,524	34,031
4	27,458	113,865	46,551	83,729	4,476	110,865	5,613	36,198
5	27,339	113,761	43,395	80,212	4,462	108,225	5,904	33,320
6	27,129	111,962	46,130	82,620	4,462	111,572	5,550	34,629
7	26,513	109,406	40,572	77,830	4,173	105,631	5,586	30,127
8	25,458	106,119	41,062	78,958	4,229	103,519	5,241	31,591
9	24,370	101,085	35,523	73,648	3,961	98,555	5,204	24,903
10	25,749	108,631	30,441	78,584	4,155	104,609	5,422	30,639
11	22,435	96,358	29,914	69,928	3,644	90,565	4,953	19,732
12	25,330	106,000	38,227	77,705	3,975	101,235	5,488	28,618
13	22,972	97,871	31,032	70,928	3,553	92,653	5,167	21,289
14	23,900	101,740	29,676	70,288	3,657	91,938	5,088	21,903
15	21,309	90,739	25,405	61,399	3,199	82,439	4,729	18,848
16	22,252	97,688	26,570	64,415	3,515	85,121	4,866	19,385
17	21,627	96,460	25,217	64,763	3,043	84,624	4,946	15,639
18	23,879	106,969	34,404	73,786	3,825	92,596	5,710	22,735
19	22,517	102,092	27,071	68,634	3,565	87,248	5,534	16,996
20	23,926	108,675	32,263	69,490	3,957	90,372	5,815	25,025
Total	521,459	2,214,664	779,019	1,568,615	84,291	2,082,776	113,788	568,930

Years of age.	Tennessee.	Texas.	Vermont.	Virginia.	West Virginia.	Wisconsin.	Arizona.	Dakota.
Under 1	53,591	60,566	6,760	48,801	21,131	37,544	733	4,299
1	46,662	48,946	6,379	43,146	18,831	32,996	669	3,737
2	51,802	58,871	7,001	48,493	20,422	37,434	886	4,052
3	48,411	55,071	6,917	47,386	19,515	36,248	846	3,862
4	49,527	56,570	7,034	46,861	19,411	37,071	808	3,771
5	46,861	53,887	6,928	46,863	18,406	35,725	727	3,608
6	50,594	52,142	6,987	46,254	19,475	35,005	734	3,358
7	45,902	46,778	6,790	42,872	17,836	33,066	754	3,006
8	45,913	53,109	6,835	44,387	18,148	33,430	764	2,985
9	49,966	41,614	6,583	38,468	16,695	31,266	597	2,650
10	44,920	46,464	6,957	44,302	17,793	33,720	776	2,760
11	35,340	35,391	6,484	32,466	14,801	29,545	454	2,269
12	43,509	40,933	6,875	42,884	17,115	31,721	618	2,445
13	36,075	34,025	6,801	33,800	14,971	29,352	368	2,187
14	35,246	33,961	6,466	33,705	14,729	29,209	562	2,023
15	29,128	26,070	6,075	29,130	11,977	26,518	511	1,738
16	31,480	27,565	6,199	29,890	12,154	28,721	548	1,892
17	29,773	26,986	6,270	25,553	12,298	28,600	511	1,988
18	37,311	36,606	6,790	33,496	13,760	31,294	739	2,201
19	30,112	29,716	6,403	28,241	12,861	27,970	662	2,098
20	34,790	36,727	6,698	32,731	12,558	28,984	973	2,534
Total	808,107	901,897	140,152	819,729	344,877	675,419	14,240	69,463

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TABLE 5, from the Census of 1880, showing the minor population, &c.—Continued.

Years of age.	District of Columbia.	Idaho.	Montana.	New Mexico.	Utah.	Washington.	Wyoming.	The Union.
Under 1.....	4,624	895	844	3,597	5,551	2,143	533	1,447,983
1.....	3,370	773	717	2,354	5,009	1,999	452	1,256,956
2.....	4,153	865	808	3,440	5,290	2,107	493	1,427,086
3.....	4,219	852	777	3,520	4,837	2,051	501	1,381,274
4.....	4,269	790	764	3,238	4,904	2,010	455	1,401,217
5.....	4,190	763	742	3,265	4,549	1,972	436	1,357,706
6.....	4,150	739	705	3,175	4,538	1,851	402	1,374,878
7.....	4,121	682	658	3,093	4,087	1,797	381	1,281,392
8.....	3,940	676	595	3,266	4,242	1,856	337	1,295,094
9.....	3,681	561	560	2,651	3,812	1,610	320	1,170,590
10.....	3,952	647	520	3,332	4,091	1,757	307	1,282,253
11.....	3,427	528	504	2,222	3,374	1,440	245	1,056,657
12.....	3,995	585	493	3,268	3,695	1,648	248	1,232,949
13.....	3,541	482	430	2,345	3,197	1,372	212	1,072,883
14.....	3,490	533	381	2,468	3,501	1,400	233	1,070,444
15.....	3,214	490	331	2,566	3,112	1,237	176	934,297
16.....	3,122	434	339	2,416	3,043	1,321	239	987,598
17.....	2,904	434	386	1,623	2,872	1,180	218	949,026
18.....	3,387	498	534	2,816	2,837	1,383	329	1,131,132
19.....	3,481	523	533	1,904	2,864	1,337	354	1,009,362
20.....	3,936	600	794	3,175	2,969	1,498	513	1,113,569
Total.....	79,166	13,299	12,467	59,739	82,324	34,949	7,384	25,234,346

TABLE 6, derived from the Census of 1880, showing the number of minors of legal school age, the number between six and sixteen years old, the numbers older and younger, and the difference between the school population and the population between six and sixteen; computed by the Bureau of Education.

States.	Under legal school age.	Of legal school age.	Over legal school age.	Under 6 years old.	Between 6 and 16.	Over 16 years old.	Surplus of school population over number between 6 and 16 years.
Alabama.....	298,750	422,739	.....	256,501	332,290	132,698	90,449
Arkansas.....	170,522	288,862	.....	170,522	211,105	77,747	77,747
California.....	93,426	201,283	70,160	111,937	167,165	85,767	34,118
Colorado.....	22,956	44,098	.....	22,956	28,373	15,725	15,725
Connecticut.....	49,896	146,009	60,877	75,307	120,098	60,877	25,911
Delaware.....	22,029	48,889	.....	22,029	32,866	16,023	16,023
Florida.....	34,387	115,496	.....	52,659	69,959	27,265	45,537
Georgia.....	312,124	461,016	104,635	312,124	404,793	160,858	56,223
Illinois.....	497,764	1,073,835	.....	497,764	734,224	339,611	339,611
Indiana.....	308,522	708,182	.....	308,522	484,387	223,795	223,795
Iowa.....	230,110	620,600	.....	274,482	397,311	178,917	223,280
Kansas.....	151,704	376,551	.....	181,384	248,732	98,139	127,819
Kentucky.....	226,872	548,522	59,509	296,872	428,880	179,151	119,642
Louisiana.....	179,822	271,414	57,371	179,822	239,936	88,849	81,478

TABLE 6, derived from the Census of 1880, showing the number of minors, &c.—Continued.

States and Territories.	Under legal school age.	Of legal school age.	Over legal school age.	Under 6 years old.	Between 6 and 16.	Over 16 years old.	Surplus of school population over number between 6 and 16 years.
Maine.....	51,122	220,194	.....	77,481	128,964	64,871	91,230
Maryland.....	122,954	319,201	20,983	146,956	217,705	98,477	101,496
Massachusetts.....	179,307	333,020	207,048	215,861	327,283	176,231	5,787
Michigan.....	207,850	533,763	35,317	248,733	359,404	168,793	174,359
Minnesota.....	117,209	289,028	.....	139,524	183,762	82,951	105,266
Mississippi.....	195,876	458,855	.....	235,769	305,818	113,644	153,537
Missouri.....	373,269	738,712	49,410	373,269	548,841	239,281	189,871
Nebraska.....	72,156	161,898	.....	85,693	105,767	42,594	56,131
Nevada.....	7,512	10,129	3,020	7,512	8,822	4,327	1,307
New Hampshire.....	30,573	60,899	39,365	36,724	60,728	33,385	171
New Jersey.....	134,716	316,421	70,322	162,055	245,203	114,201	71,218
New York.....	559,020	1,655,644	.....	672,781	1,030,009	511,874	625,635
North Carolina.....	276,512	502,507	.....	276,512	356,982	145,525	145,525
Ohio.....	485,639	1,082,976	.....	485,639	741,888	341,088	341,088
Oregon.....	18,440	61,894	3,957	27,378	39,008	17,905	22,886
Pennsylvania.....	660,399	1,422,377	.....	660,399	982,416	439,961	439,961
Rhode Island.....	28,585	58,332	26,871	34,489	52,428	26,871	5,904
South Carolina.....	206,871	262,279	99,780	206,871	262,279	99,780	.....
Tennessee.....	296,854	571,253	.....	296,854	407,587	163,666	163,666
Texas.....	432,830	251,536	217,531	333,910	410,487	157,500	158,951
Vermont.....	34,091	99,463	6,598	41,019	66,873	32,260	32,590
Virginia.....	234,687	585,042	.....	281,550	388,268	149,911	196,774
West Virginia.....	117,716	227,161	.....	117,716	163,540	63,621	63,621
Wisconsin.....	144,222	502,213	28,984	217,018	312,832	145,569	189,381
Total.....	7,687,294	16,052,283	1,161,738	8,145,094	11,606,513	5,119,708	4,445,770
Arizona.....	4,669	9,571	.....	4,669	6,138	3,433	3,333
Lakota.....	19,721	39,742	.....	23,329	25,421	10,713	14,321
District of Columbia.....	24,825	43,537	10,804	24,825	37,511	16,830	6,026
Idaho.....	4,184	9,115	.....	4,947	5,863	2,489	3,252
Kansas.....	3,146	9,321	.....	4,652	5,177	2,638	4,144
New Mexico.....	22,589	29,255	7,895	19,414	28,386	11,939	869
Utah.....	30,140	43,514	8,670	30,140	37,599	14,585	5,915
Washington.....	10,310	24,639	.....	12,232	15,968	6,699	8,671
Wyoming.....	3,272	4,112	.....	2,870	2,861	1,653	1,251
Total.....	122,856	212,806	27,369	127,128	164,924	70,979	47,882
Grand total.....	7,780,150	16,265,089	1,189,107	8,272,222	11,771,437	5,190,687	4,493,652

* In Texas the school population was less than the number between 6 and 16.

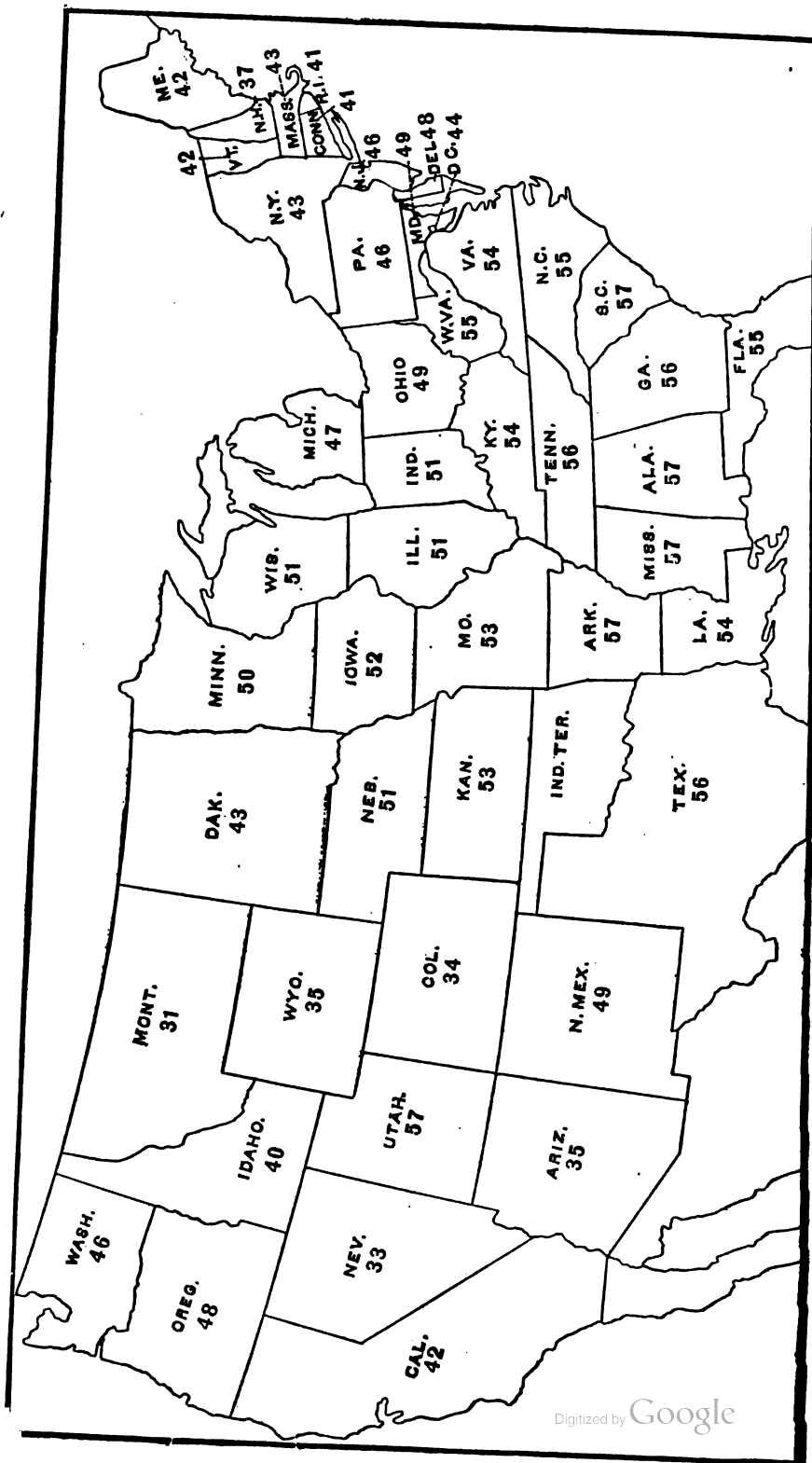
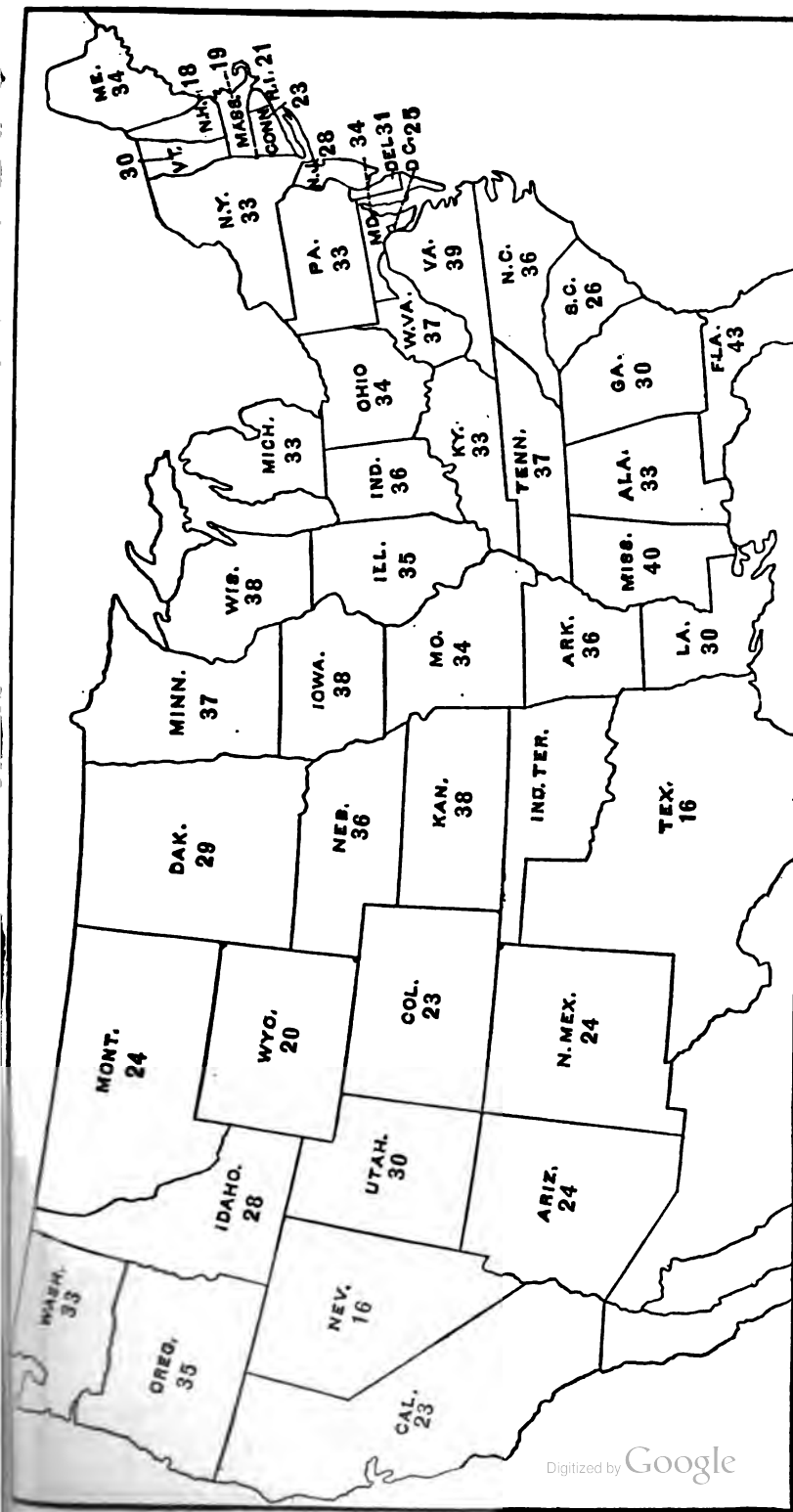


DIAGRAM No. 13. — Number of minors in 100 inhabitants of each State and Territory.



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Table showing the ratio of minors and minors of school age to adult population throughout the Union.

In 100 inhabitants of—	There were—			In 100 inhabitants of—	There were—		
	Adults (21 years and more).	Minors (under 21 years old).	Minors of legal school age.		Adults (21 years and more).	Minors (under 21 years old).	Minors of legal school age.
Montana Territory	69	31	24	New Mexico Territory..	51	49	24
Nevada	67	33	16	Minnesota	50	50	37
Colorado.....	66	34	23	The Union	50	50	32
Arizona Territory	65	35	24	Wisconsin.....	49	51	38
Wyoming Territory	65	35	20	Nebraska	49	51	36
New Hampshire.....	63	37	18	Indiana	49	51	36
Idaho Territory.....	60	40	28	Illinois	49	51	35
Connecticut.....	59	41	23	Iowa	48	52	38
Rhode Island	59	41	21	Kansas.....	47	53	38
Maine.....	58	42	34	Missouri	47	53	34
Vermont.....	58	42	30	Virginia.....	46	54	39
California.....	58	42	23	Kentucky.....	46	54	38
New York	57	43	38	Louisiana.....	46	54	30
Dakota Territory	57	43	29	Florida.....	45	55	43
Massachusetts.....	57	43	19	West Virginia.....	45	55	37
District of Columbia.....	56	44	25	North Carolina	45	55	36
Pennsylvania.....	54	46	33	Tennessee.....	44	56	37
Washington Territory....	54	46	33	Georgia	44	56	30
New Jersey	54	46	28	Texas	44	56	16
Michigan.....	53	47	33	Mississippi.....	43	57	40
Oregon.....	52	48	35	Alabama	43	57	33
Delaware	52	48	33	Arkansas	43	57	36
Maryland	51	49	34	Utah Territory	43	57	30
Ohio	51	49	34	South Carolina	43	57	26

The statistics in the above table and in Tables 5 and 6 supply material for reflection and furnish an argument that has not heretofore been advanced for the aid of the nation to education in the South.

Take, for the sake of contrast, the cases of Massachusetts and Mississippi. In 100 inhabitants Massachusetts had 57 adults and 43 minors and Mississippi had 43 adults and 57 minors. Even if the wealth of the two States per adult capita were the same, the adults of Mississippi would be more heavily taxed than those of Massachusetts in furnishing equal opportunities for education to all the population of school age. Further comment on this subject is deferred until a full presentation of the subject can be made in another form.

TABLES 7, 8, AND 9 FROM THE CENSUS OF 1880.

The seventh table which I present shows, by States and Territories, the number, nativity, and race of the males of legal school age, the total being 8,167,645, of whom 6,690,860 were native whites, 358,631 foreign-born whites, and 1,118,154 of other races.

The eighth table from the Census shows the same facts for the females of legal school age, the whole number being 8,097,444, of whom 6,611,147 were native whites, 361,298 foreign-born whites, and 1,124,999 of other races.

The ninth table from the Census is a combination of the last two, and shows that, of the 16,265,089 minors of legal school age in the country, 14,021,936 were white and 2,243,153 were of other races.

THE CENSUS IN ITS RELATIONS TO EDUCATION. XXXVII

TABLE 7, derived from the United States Census of 1880, showing number, nativity, and race of the minor males in the school population of the several States and Territories.

States and Territories.	Native white males.	Foreign white males.	Total white males.	Colored males.	Total males.
Alabama.....	107,019	387	107,406	103,639	211,045
Arkansas.....	107,490	631	108,121	38,040	146,161
California.....	92,488	4,568	97,056	4,810	101,866
Colorado.....	21,282	2,112	23,394	441	23,835
Connecticut.....	68,019	4,374	72,393	1,227	73,620
Delaware.....	19,661	356	20,017	4,718	24,735
Florida.....	29,190	682	29,872	27,560	57,432
Georgia.....	116,449	195	116,644	116,951	233,595
Illinois.....	492,984	37,227	530,161	7,572	537,733
Indiana.....	243,236	6,092	249,328	6,572	355,900
Iowa.....	292,998	19,574	312,572	1,841	314,413
Kansas.....	174,434	10,682	185,116	8,666	193,782
Kentucky.....	239,988	1,344	241,332	35,894	277,226
Louisiana.....	63,771	704	64,475	71,045	135,520
Maine.....	104,029	6,448	110,477	338	110,815
Maryland.....	119,877	2,714	122,591	36,578	159,169
Massachusetts.....	152,190	13,220	165,410	1,632	167,042
Michigan.....	233,446	33,682	267,128	3,718	270,846
Minnesota.....	119,786	25,719	145,505	684	146,189
Mississippi.....	93,956	339	94,295	125,082	229,327
Missouri.....	340,337	7,808	348,145	24,914	373,059
Nebraska.....	72,243	10,960	83,203	411	83,614
Nevada.....	4,210	357	4,567	507	5,074
New Hampshire.....	28,062	2,567	30,649	71	30,720
New Jersey.....	145,445	7,761	153,206	4,967	158,173
New York.....	749,229	55,986	805,215	8,741	813,956
North Carolina.....	151,471	258	151,729	101,695	253,424
Ohio.....	508,780	18,772	527,532	13,252	540,784
Oregon.....	29,475	925	30,400	1,716	32,116
Pennsylvania.....	664,849	31,414	696,263	11,546	707,809
Rhode Island.....	24,963	3,555	28,518	612	29,130
South Carolina.....	48,110	114	48,224	84,779	133,003
Tennessee.....	209,794	678	210,472	76,835	287,307
Texas.....	90,272	3,915	94,187	34,590	128,777
Vermont.....	47,293	3,038	50,331	189	50,520
Virginia.....	163,477	753	164,230	123,464	292,694
West Virginia.....	109,751	683	110,434	4,861	115,295
Wisconsin.....	225,324	26,192	251,516	1,150	252,675
Total.....	6,605,328	346,786	6,952,114	1,106,267	8,058,381
Arizona.....	2,916	1,461	4,377	1,010	5,387
Dakota.....	14,478	5,856	20,334	330	20,664
District of Columbia.....	14,207	275	14,482	6,806	20,988
Idaho.....	4,285	386	4,621	229	4,850
Montana.....	4,133	313	4,451	571	5,022
New Mexico.....	13,273	375	13,647	1,308	14,955
Utah.....	19,659	2,312	21,971	148	22,119
Washington.....	10,711	633	11,344	1,649	12,993
Wyoming.....	1,866	284	2,150	186	2,286
Total.....	85,532	11,845	97,377	11,887	109,264
Grand total.....	6,690,860	358,631	7,049,491	1,118,154	8,167,645

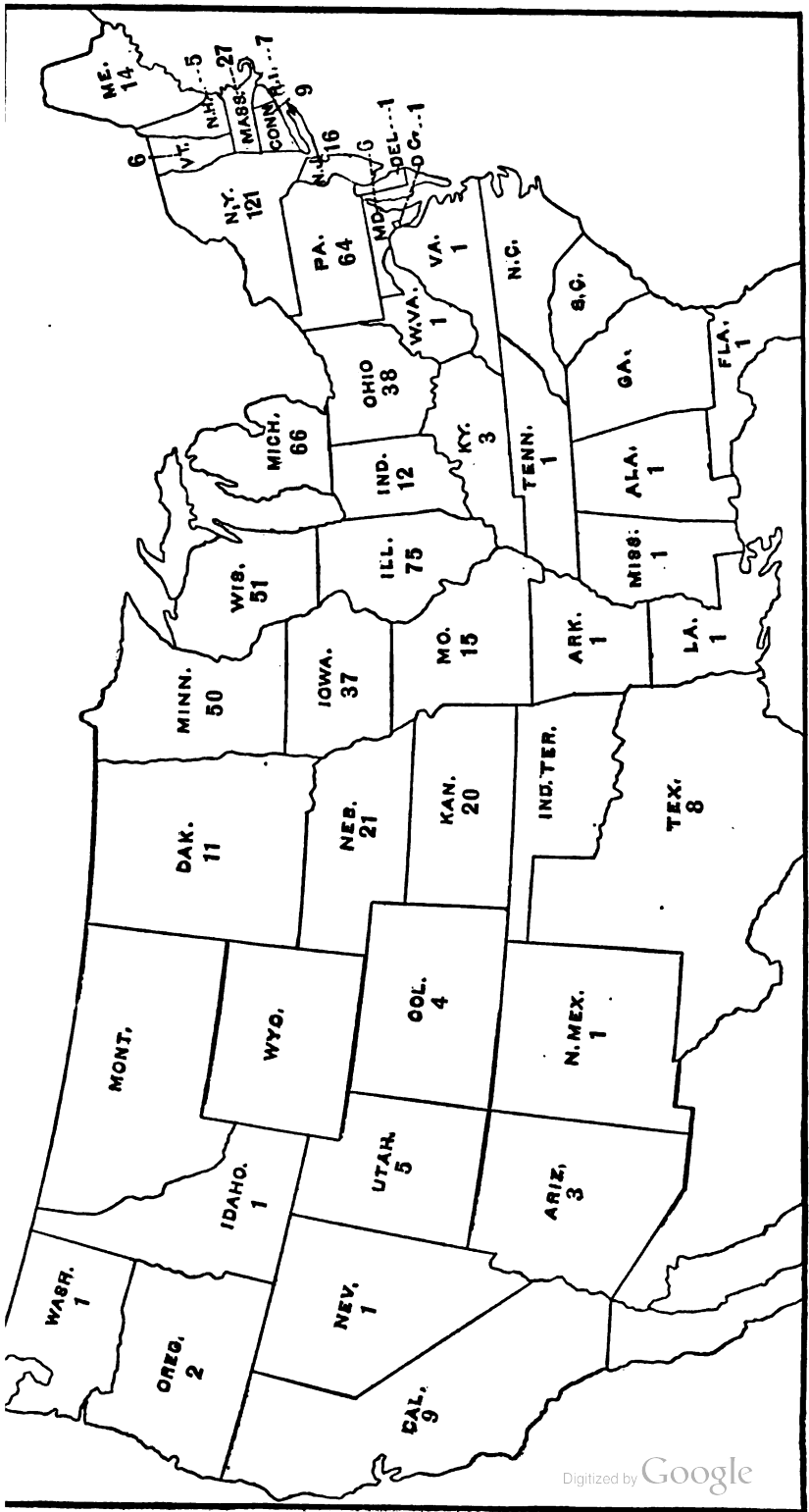
XXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 8, derived from the United States Census of 1880, showing the number, nativity, and race of the minor females in the school population of the several States and Territories.

States and Territories.	Native white females.	Foreign white females.	Total white females.	Colored females.	Total females.
Alabama	106,474	272	106,746	104,948	211,694
Arkansas	103,401	496	103,897	33,794	142,691
California	91,821	4,532	96,353	3,064	99,417
Colorado	18,428	1,482	19,910	353	20,263
Connecticut	66,680	4,380	71,060	1,329	72,389
Delaware	19,181	423	19,604	4,550	24,154
Florida	28,395	734	29,129	28,985	58,064
Georgia	113,043	185	113,228	114,193	227,421
Illinois	491,042	37,356	528,398	7,704	536,102
Indiana	339,380	6,015	345,395	6,887	352,282
Iowa	286,576	17,843	304,419	1,768	306,187
Kansas	164,433	9,596	174,029	8,740	182,769
Kentucky	234,421	1,462	235,883	35,413	271,296
Louisiana	63,951	798	64,749	71,145	135,894
Maine	101,860	7,188	109,048	231	109,379
Maryland	119,485	2,933	122,418	37,614	160,032
Massachusetts	150,689	13,612	164,301	1,677	165,978
Michigan	227,136	31,970	259,106	3,811	262,917
Minnesota	118,081	24,071	142,152	687	142,839
Mississippi	91,528	278	91,806	137,722	229,528
Missouri	332,844	7,415	340,259	25,394	365,653
Nebraska	67,834	10,000	77,834	450	78,284
Nevada	4,357	366	4,723	332	5,055
New Hampshire	27,449	2,661	30,110	69	30,179
New Jersey	144,931	8,161	153,092	5,156	158,248
New York	766,334	65,447	831,781	9,907	841,688
North Carolina	146,735	223	146,958	102,125	249,083
Ohio	509,151	19,309	528,460	13,732	542,192
Oregon	28,465	863	29,328	450	29,778
Pennsylvania	668,462	32,662	701,124	13,444	714,568
Rhode Island	24,928	3,635	28,563	639	29,202
South Carolina	46,102	124	46,226	83,050	129,276
Tennessee	204,757	665	205,422	78,524	283,946
Texas	84,729	3,611	88,340	34,419	122,759
Vermont	45,713	3,042	48,755	188	48,943
Virginia	161,124	700	161,824	130,524	292,348
West Virginia	106,517	753	107,270	4,596	111,866
Wisconsin	223,384	25,089	248,473	1,065	249,538
Total	6,529,821	350,352	6,880,173	1,113,729	7,993,902
Arizona	2,380	1,161	3,541	643	4,184
Dakota	13,219	5,539	18,758	320	19,078
District of Columbia	14,804	306	15,110	7,439	22,549
Idaho	3,929	298	4,227	38	4,265
Montana	3,614	189	3,803	496	4,299
New Mexico	12,764	351	13,115	1,195	14,310
Utah	18,937	2,324	21,261	134	21,395
Washington	10,163	529	10,692	954	11,646
Wyoming	1,526	249	1,775	51	1,826
Total	81,326	10,946	92,272	11,270	103,542
Grand total	6,611,147	361,298	6,972,445	1,124,999	8,097,444

TABLE 9, derived from the Census of 1880, showing the number, nativity, and race of the legal school population in the several States and Territories.

States and Territories.	Native white	Foreign white.	Total white.	Colored, Oriental, and Indian.	Total.
Alabama.....	213,403	659	214,152	208,587	442,739
Arkansas.....	210,891	1,127	212,018	76,834	288,852
California.....	184,300	9,100	193,409	7,874	201,283
Colorado.....	39,710	3,594	43,304	794	44,098
Connecticut.....	134,699	8,754	143,453	2,556	146,009
Delaware.....	38,842	779	39,621	9,268	48,889
Florida.....	57,585	1,416	59,001	56,495	115,496
Georgia.....	229,592	380	229,972	231,144	461,016
Illinois.....	983,977	74,583	1,058,559	15,276	1,073,835
Indiana.....	682,616	12,107	694,723	13,459	708,182
Iowa.....	579,574	37,417	616,991	3,609	620,600
Kansas.....	338,867	20,278	359,145	17,406	376,551
Kentucky.....	474,409	2,806	477,215	71,307	548,522
Louisiana.....	127,722	1,502	129,224	142,190	271,414
Maine.....	205,880	13,636	219,525	669	220,194
Maryland.....	239,362	5,647	245,009	74,192	319,201
Massachusetts.....	302,879	26,832	329,711	3,309	333,020
Michigan.....	460,582	65,552	526,234	7,529	533,763
Minnesota.....	237,867	49,790	287,657	1,371	289,028
Mississippi.....	185,484	617	186,101	272,754	458,855
Missouri.....	673,181	15,223	688,404	50,308	738,712
Nebraska.....	140,077	20,960	161,037	861	161,898
Nevada.....	8,567	723	9,290	839	10,129
New Hampshire.....	55,531	5,228	60,759	140	60,899
New Jersey.....	290,376	15,922	306,298	10,123	316,421
New York.....	1,151,563	121,433	1,636,996	18,648	1,655,644
North Carolina.....	298,206	481	298,687	203,820	502,507
Ohio.....	1,017,911	38,081	1,055,992	26,984	1,082,976
Oregon.....	57,940	1,788	59,728	2,166	61,894
Pennsylvania.....	1,338,311	64,076	1,397,387	24,990	1,422,377
Rhode Island.....	49,801	7,190	57,081	1,251	58,332
South Carolina.....	94,212	238	94,450	167,829	262,279
Tennessee.....	414,551	1,343	415,894	155,359	571,253
Texas.....	175,001	7,526	182,527	60,009	251,536
Vermont.....	93,006	6,080	99,086	377	99,463
Virginia.....	325,601	1,453	326,054	258,988	585,042
West Virginia.....	216,268	1,436	217,704	9,457	227,161
Wisconsin.....	448,708	51,281	499,989	2,224	502,213
Total.....	13,135,149	697,138	13,832,287	2,219,996	16,052,283
Arizona.....	5,296	2,622	7,918	1,653	9,571
Idaho.....	27,697	11,395	39,092	650	39,742
District of Columbia.....	29,011	581	29,592	13,945	43,537
Montana.....	8,214	634	8,848	267	9,115
Nevada.....	7,752	502	8,254	1,067	9,321
New Mexico.....	26,026	726	2,752	2,503	29,255
Utah.....	38,596	4,636	43,232	282	43,514
Washington.....	20,874	1,162	22,036	2,603	24,639
Wyoming.....	3,392	533	3,925	187	4,112
Total.....	166,858	22,791	189,649	23,157	212,806
Grand total.....	13,302,007	719,929	14,021,936	2,243,153	16,265,089





GRAM No. 16—The number, in thousands, of colored, Indian and Oriental persons in the legal school-population of each State and Territory.

The analyses of population in the foregoing tables and diagrams afford important suggestions with reference to popular education in our country.

Our free schools are maintained under independent State systems. Each State makes its own school laws, cares for its own school fund, and develops its schools according to the intelligence, zeal, liberality, and forethought of its own citizens. The free schools have a national character in the sense that they have the sanction of law in every State and Territory of the Union, and that, by reason of the migration of the native population, the effort expended upon the children of one generation is likely to find its issues in some section remote from that which nurtured them. The similarity of the independent State systems is chiefly attributed to this shifting of the population, the standards and methods, good or bad, that are adopted in any one section being rapidly introduced into the others.

Viewing the country as a whole, one cannot fail to be impressed with the great diversity of races and nationalities of which it is composed. Four races are enumerated. Three of these maintain in our midst the relations of family life. Their children are to be formed by our institutions, and in turn the future of the institutions will be shaped by them. The fourth race, represented by the Chinese, live, as already pointed out, in an abnormal condition among us, but our school record shows that they are not entirely outside the operation of our educational provision. As the only agency by means of which these diverse peoples can be moulded into a homogeneous population, having the unity of ideals, purposes, aspirations, and patriotic sentiment which make up national life, the schools are emphatically a national institution.

Those familiar with the history of free schools in America are aware that they have developed as circumstances allowed or compelled; some of their characteristics are accidental, some represent expedients which long ago served their purpose but remain through the natural persistence of precedents. On the whole the development has been upwards. This is true of the personnel of the service to such a degree that it may be said without exaggeration that the systems themselves furnish the men competent to make the adjustments required by our present society, which is larger, more complex, more comprehensive than that to which the schools originally ministered.

The excess of female over male teachers has become almost a national characteristic. The excess would naturally be expected in States in which the women outnumber the men: a comparison of diagrams 1-8, inclusive, with Table I, Part 1, Summary B, shows that it is not so limited. The causes are suggested in the diagrams. The native-born women exceed the native-born men in 12 of the 13 original States, together with Tennessee, Louisiana, and Alabama. In the northern section of this group of States the excess of women constitutes a portion of the white population industrious and intelligent by virtue of inherited tendencies and personal advantages. From this excess the body of public school teachers is constantly recruited. In the southern section, as is shown by diagram 8,* the excess of native female population is largely derived from the colored race, and not yet available to any great extent for the school service. Louisiana, it will be seen by reference to Table I, is the only one of the Southern States in which more female teachers are employed than male. The vast territory west of the Alleghenies and north of the Ohio and Red Rivers has an excess of male population; nevertheless, with the exception of Arkansas and Missouri (States having a large proportion of colored people), each of the 15 States included in the region and nearly all the Territories report a majority of women teachers. This is explained by the conditions of pioneer life previously noted and by the fact that the moment a new State becomes fairly populous the stream of emigration sets from it westward, and the excess of male population is gradually drawn off. In short, the economic and industrial conditions of the developing country account for the excess of women teachers.

The influence of the foreign-born population of the United States upon its school systems is an interesting subject which can only be touched upon in this place. The States

in which the Irish element abounds have had greatest disturbance from sectarian efforts to get control of some portion of the school funds, the influence of the Germans has been exercised in behalf of better methods of primary instruction, thorough training, and high standards in the intermediate and higher grade, the introduction of the German language into the schools, and science training, especially as related to the development of our internal resources.

The sturdy industry and stalwart vigor of the Swedes, Danes, and Norwegians is felt with immense effect along the northern border States and Territories. The race that produced the Vikings, the Normans, the Varangians, Rurik, Gustaf Adolf, Charles XII, Tycho Brahe, and Thorwaldsen has a great future before it in this new continent. Not the least of the advantages which attract these desirable settlers into our country are the schools. Accustomed by the policy of their own country to the responsibilities and privileges of popular education they give hearty support to the free schools of their adopted land. The record of local school history shows that the influence favorable or unfavorable of the other nationalities represented in our immigrant population has been fairly proportioned to their numbers. Through the action of all these various elements it has been made manifest that if proper watchfulness and activity are maintained by our people no foreign influence is likely to overcome that inherent quality of our school systems which is not easily characterized, but which marks them as essentially American.

TABLE I.—PART 1.—*Summary (A) of school age, population, enrolment, attendance, &c.*

States.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	7-21	a422,739		176,289	115,316	80
Arizona	6-21	272,841		98,744		
California	5-17	211,237		163,855	105,541	115
Colorado	6-21	40,804	31,618	26,000	14,649	689
Connecticut	4-16	143,745	c119,745	119,381	d76,028	180
Delaware	6-21	37,285		29,122		e153
Florida	4-21	88,677		39,315	27,046	
Georgia	6-18	a461,016		244,197	149,908	
Idaho	6-21	1,002,222		701,627	425,858	149
Illinois	6-21	714,343		508,855	306,301	135
Indiana	5-21	594,730	c380,626	431,513	254,088	148
Iowa	5-21	348,179		249,034	139,776	117
Kentucky	6-20	553,638		e238,440	e149,226	f102
Louisiana	6-18	a271,414		62,370	f45,626	100
Maine	4-21	213,927		150,067	99,500	118
Maryland	5-20	a319,201		158,909	79,739	
Massachusetts	5-15	312,680		325,239	233,108	178
Michigan	5-20	518,294		371,743	h219,328	154
Minnesota	5-21	300,923		177,278	79,901	100
Mississippi	5-21	419,963		237,288	160,064	478
Missouri	f6-20	f723,484		f476,376	fa219,132	b100
Montana	5-21	152,824		100,776	65,504	110

g United States Census of 1880.

h 1878.

i Estimated by the State superintendent.

j For the winter term.

k For white schools only.

l In 1881.

g For colored population the school age is from 6 to 16.

h Estimated by the Bureau on the basis of estimates furnished in previous years by the State superintendent.

i In the country; 138 in cities.

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TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, &c.—Cont'd.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Nevada.....	6-18	10,533	.....	8,329	5,406	140.
New Hampshire.....	5-15	a60,899	.....	63,235	43,943	97.
New Jersey.....	5-18	335,631	.....	203,542	110,052	190
New York.....	5-21	1,662,123	.....	1,021,282	559,399	178
North Carolina.....	6-21	468,072	.....	240,716	142,820	b48
Ohio.....	6-21	1,063,337	811,253	744,758	468,141	155
Oregon.....	4-20	61,641	.....	34,498	25,196	86
Pennsylvania.....	6-21	a1,422,377	.....	931,749	599,057	146.
Rhode Island.....	c5-15	53,077	.....	d44,920	d28,836	186
South Carolina.....	6-16	a262,279	a262,279	133,458	.....	73.
Tennessee.....	6-21	545,875	.....	283,468	180,509	70
Texas.....	e8-14	e230,527	.....	e186,786	.....	e78
Vermont.....	5-20	a99,463	.....	74,646	49,700	124
Virginia.....	5-21	556,665	384,600	239,046	134,487	117.
West Virginia.....	6-21	213,191	164,374	145,203	91,266	99
Wisconsin.....	4-20	491,358	.....	300,122	190,878	175
Total for States.....	.....	15,661,213	.....	9,737,176	5,595,329	.....
Arizona.....	6-21	a9,571	.....	3,844	e2,847	e109
Dakota.....	5-21	38,815	.....	25,451	.....	.....
District of Columbia.....	c6-17	a43,558	a40,654	27,299	20,730	190
Idaho.....	5-21	7,520	.....	6,080	4,127	150
Montana.....	4-21	9,895	.....	5,112	2,800	110
New Mexico.....	7-18	a29,255	.....	a4,755	a3,150	.....
Utah.....	6-18	42,353	.....	26,772	18,682	14
Washington.....	4-21	23,899	.....	14,754	g11,275	g10
Wyoming.....	7-21	a4,112	.....	a2,907	a1,920	.....
Indian:	.....	.....	.....	.....	.....	.....
Cherokees.....	.....	3,715	.....	3,048	1,792	18
Chickasaws.....	.....	900	.....	650	270	18
Choctaws.....	.....	2,600	.....	1,460	1,260	20
Creeks.....	.....	1,700	.....	799	.....	18
Seminoles.....	.....	400	.....	226	174	18
Total for Territories.....	.....	218,293	.....	123,157	69,027	.....
Grand total.....	.....	15,879,506	.....	9,860,333	5,664,356	.....

a United States Census of 1880.

b Six months only of 1881 reported.

c Inclusive.

d Includes evening school reports.

e In 1880.

f In the counties.

g In 1879.

TABLE I.—PART 1.—Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.

States.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama.....	3,042	1,656	(a\$22 98)	
Arkansas.....	1,688	481	(b)	(b)
California.....	1,198	2,539	\$79 50	\$64 74
Colorado.....	245	556	78 50	55 15
Connecticut.....	c680	c2,432	60 69	35 37
Delaware.....	d222	d305	de31 49	de27 56
Florida.....	f675	f420	(g40 00)	
Georgia.....	(6,128)		f50 00	f30 00
Illinois.....	8,438	13,695	44 17	35 31
Indiana.....	(13,418)		38 40	33 20
Iowa.....	6,546	15,230	32 56	27 25
Kansas.....	3,533	4,675	30 21	23 77
Kentucky.....	4,195	2,715	(h23 87)	
Louisiana.....	773	811	(31 50)	
Maine.....	2,257	4,683	35 99	22 28
Maryland.....	1,319	1,861	(f41 06)	
Massachusetts.....	1,134	7,727	85 54	38 49
Michigan.....	4,024	10,448	36 98	25 78
Minnesota.....	1,811	3,760	36 52	28 62
Mississippi.....	3,572	2,486	(30 07)	
Missouri.....	f6,068	f4,379	g35 00	g30 00
Montana.....	1,813	2,746	36 50	32 50
Nebraska.....	44	132	99 50	74 76
New Hampshire.....	559	3,026	32 63	21 77
New Jersey.....	926	2,560	51 07	32 68
New York.....	7,669	23,157	(42 24)	
North Carolina.....	3,627	1,375	(k22 25)	
Ohio.....	11,453	12,517	37 00	28 00
Oregon.....	591	748	42 26	31 72
Pennsylvania.....	9,359	11,993	33 66	29 03
Rhode Island.....	253	11,034	76 00	41 89
South Carolina.....	1,904	1,345	25 45	24 48
Tennessee.....	5,393	1,487	(26 59)	

For white teachers; for colored teachers the average salary is reported as \$23.15.

Average salary of male teachers of the first grade is \$47.42; of female teachers, \$40.90; in the second grade the salaries are \$38.58 and \$34.76, respectively; in the third grade, \$31.64 and \$29.15, respectively.

Estimated.

For white schools; in schools for colored children there were 56 teachers unclassified as to sex. The average monthly salary for colored teachers is \$22.

In 1880.

In 1879.

For white schools in the counties; the average for teachers in graded schools for whites in the State is \$71.25; in public high schools, \$88.97.

In 1879.

In graded schools the average salary of men, in 1879, was \$37; of women, \$40.

For white teachers; for colored teachers the average salary is \$19.82.

Includes evening school reports.

XLVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 1.—Summary (B) of the number of teachers employed, &c.—Continued.

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Texas	a3,083	a1,278	(b)	(b)
Vermont	678	3,741	\$29 76	\$16 84
Virginia.....	3,208	2,184	29 18	24 92
West Virginia	3,079	1,208	27 96	28 70
Wisconsin	2,721	7,198	c35 39	c25 21
Total number of teachers in States.....	(286,970)			
Arizona	(102)		84 06	68 19
Dakota.....	346	687	33 00	26 00
District of Columbia.....	35	425	91 13	61 27
Idaho	(175)		65 00	50 00
Montana	59	118	79 88	57 47
New Mexico	d128	d36	(d30 67)	
Utah	270	295	e35 00	e22 00
Washington	{ (89)		{ f52 56	
Wyoming	149	205	{ f37 59	
Indian:	d31	d39	(d60 23)	
Cherokees				
Chickasaws				
Choctaws			f50 00	f50 00
Creeks				
Seminoles			f50 00	f50 00
Total number of teachers in Territories.....	(3,189)			
Grand total	(289,159)			

a In 1880.

b In the counties the average salary of white male teachers, in 1880, was \$34; of white females, \$28; in the cities, in 1880, the salaries were, respectively, \$47 and \$37; for colored males in the counties, \$29; for colored females, \$26; in the cities, respectively, \$33 and \$32.

c In the counties; in the cities the average salary of males is \$33.85; of females, \$36.25.

d United States Census of 1880.

e In 1878.

f In 1879.

SCHOOL STATISTICS OF STATES AND TERRITORIES. XLVII

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c.

States.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	\$397,479		\$11,884	\$384,769	a\$14,037	\$410,690	\$285,976
Arizona.....	710,462	\$29,505				388,412	283,125
California.....	3,680,161	299,976	b48,339	2,346,066	401,573	3,047,605	6,998,825
Colorado.....	708,516					557,151	977,213
Connecticut.....	1,482,025	121,382	30,000	1,025,323	299,986	1,476,691	
Delaware.....	147,360		c2,300	c138,819	c64,472	cd207,281	e450,000
Florida.....	c139,710		c8,021	c97,115	c3,557	c7114,895	c132,729
Georgia.....	498,533					498,533	
Illinois.....	7,922,169	837,256	g72,977	h4,722,349	2,225,832	i7,858,414	j16,956,310
Indiana.....	4,480,306	616,450		k3,057,110	855,194	4,523,754	12,024,180
Iowa.....	5,006,024	870,334		l3,040,716	1,218,769	5,129,819	9,533,493
Kansas.....	1,740,593	364,159	25,209	1,167,620	419,409	1,976,397	4,884,386
Kentucky.....	1,194,258					1,248,524	2,395,752
Louisiana.....	486,790	m12,760	19,667	374,127	34,930	441,484	n700,000
Maine.....	1,089,414	95,347	28,370	o965,697		1,089,414	3,026,395
Maryland.....	1,608,274	p174,684	q40,138	1,162,429	227,329	1,604,580	
Massachusetts.....	r4,851,567	803,441	159,314	o4,130,714	425,713	s5,776,542	
Michigan.....	3,645,328	730,611		t2,114,567	573,055	3,418,233	10,500,000
Minnesota.....	1,679,297	238,520	16,600	993,997	217,375	1,466,492	3,715,769
Mississippi.....	716,342	68,327	12,607	644,352	82,472	797,758	
Missouri.....	cd,020,800	c137,894		c2,218,637	c678,820	c3,152,178	e7,353,401
Nebraska.....	1,320,449	221,965	29,443	627,717	285,978	1,165,103	2,054,049
Nevada.....	138,640	pe11,510		859,194	812,169	140,419	260,193
New Hampshire.....	586,139		14,373	408,554	154,095	577,022	2,113,851
New Jersey.....	1,914,447	172,942	38,557	1,510,830	192,118	1,914,447	6,275,067
New York.....	10,865,765	1,677,673	114,600	7,775,505	1,355,624	10,923,402	31,091,630
North Carolina.....	668,772	27,225	6,394	342,212	33,828	409,659	220,442
Ohio.....	8,129,326	843,696	154,805	5,151,448	1,983,673	8,133,622	22,103,982
Oregon.....	823,201	45,192	8,575	234,818	29,746	318,331	667,469
Pennsylvania.....	8,798,724	ml,207,011	o112,000	4,677,017	1,998,677	7,994,705	26,605,821
Rhode Island.....	582,965	50,834	10,376	408,993	79,734	549,937	1,954,444
South Carolina.....	452,965	17,334	18,445	309,855		345,634	435,289
Tennessee.....	706,152	58,852	13,076	529,618	86,463	638,009	868,713
Texas.....	cd91,235	cd7,565	cd12,648	cd74,899	cd88,264	cd753,346	
Vermont.....	454,832	p32,613		366,448	42,117	f447,252	
Vergnia.....	1,335,984	137,239	44,927	823,310	94,763	1,100,239	1,199,833
West Virginia.....	855,466	102,858	g11,725	539,648	107,019	761,250	1,753,144
Wisconsin.....	2,178,219	274,746	61,075	1,618,283	324,999	2,279,103	5,522,657
Total for States.....	86,468,749	10,309,901	1,126,445	54,642,716	14,461,790	83,601,337	183,333,188

a Includes \$13,500 for normal schools.
b Paid out of the general fund of counties and not included in State expenditure.
c In 1880.

d Includes \$1,600 expended for colored schools outside of Wilmington.

e For white schools only.

f Items not fully reported.

g Salaries of county superintendents only.

h Includes salaries of superintendents other than county.

i Exclusive of appropriations for normal schools and expenses of State superintendency.

j Exclusive of normal school property.

k Total amount expended from tuition revenue.

l Includes salaries of superintendents.

m For rents, buildings, &c.

n In 1878.

o Includes miscellaneous expenditure.

p Includes expenditure for repairs.

q Supervision and office expenses.

r Exclusive of receipts for school buildings, permanent improvements, and ordinary repairs.

s Storey County not reporting these items.

XLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—*Summary (A) of annual income and expenditure, &c.—Continued.*

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona.....	\$58,768					\$44,628	\$121,311
Dakota.....	a363,000		b\$8,616			314,484	c532,267
District of Columbia.	555,644	\$120,533	10,860	\$235,668	\$100,251	527,312	1,326,889
Idaho.....	54,609	2,151		38,174	4,515	44,840	
Montana.....	94,551		3,000	52,781		55,781	140,250
New Mexico.....	d32,171			d28,002	d971	d28,973	d13,500
Utah.....	198,876	54,859		113,768	30,637	199,264	415,180
Washington.....	127,009	e14,592	e2,883	e94,019	e2,885	e114,379	e220,400
Wyoming.....	d36,161			d25,894	d2,610	d28,504	d40,500
Indian:							
Cherokees.....	52,300					52,300	
Chickasaws.....	33,550					33,550	
Choctaws.....	31,700					31,700	
Creeks.....	26,900					26,900	
Seminoles.....	7,500					7,500	
Total for Territories.	1,673,339	192,135	25,359	648,306	141,889	1,510,115	2,810,311
Grand total..	88,142,088	10,502,036	1,151,804	55,291,022	14,603,659	85,111,442	186,143,450

a Items not fully reported.

b Salaries of county superintendents only.

c Value of school-houses only.

d United States Census of 1880.

e In 1879.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure.*

States and Territories.	Expenditure in the year per capita of the school population. <i>a</i>	Expenditure in the year per capita of pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita of average attendance in public schools. <i>a</i>	Expenditure in the year per capita of population between 6 and 16. <i>a</i>	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. <i>a</i>
Massachusetts.....	b\$16 06	b\$15 44	b\$21 54		
Colorado.....	13 65	21 43	38 03	\$17 63	
California.....	13 15	16 95	26 32	c13 15	c\$16 32
Nevada.....	b12 30	b15 57	b23 97		
New Hampshire.....	10 40	11 13	16 02		
District of Columbia.....	9 50	15 16	19 97	10 18	11 96
Rhode Island.....	9 16	11 86	18 04		
Montana.....	8 91	16 50			
Connecticut.....	8 78	10 58	17 41	10 55	
Nebraska.....	7 62	11 56	17 78		
Iowa.....	d7 25	d9 99	d16 97	d11 32	d12 82
Illinois.....	7 05	10 08	16 61		
Ohio.....	6 98	9 85	15 68	9 15	10 80
Wyoming.....	b6 93	b9 81	b14 85		
New York.....	6 57	10 09	19 52		
Delaware.....	e6 39	e8 12			
Indiana.....	e5 80	e7 96	e12 72		
Idaho.....	b5 69	b7 04	b10 38		
Michigan.....	b5 27	b7 35	b12 45		
New Jersey.....	5 22	8 60	15 91	7 15	8 68
Oregon.....	5 02	8 98	12 29		
Maryland.....	e5 00	e6 64	e16 37		
Pennsylvania.....	b4 82	b7 36	b11 45		
Washington.....	d4 72	d6 15	d11 92		
Wisconsin.....	4 68	7 67			
Kansas.....	4 68	6 57	11 69		
Utah.....	4 67	6 65	10 05		
Missouri.....	b4 18	b6 34	b13 79		
Minnesota.....	b4 18	b7 01	b15 55		
Texas.....	b3 51	b5 55	b7 96		
Arizona.....	b3 16	b3 89			
West Virginia.....	3 08	4 59	7 81		
Kentucky.....	A3 26				
Mississippi.....	1 98	3 38	4 75		
Virginia.....	1 74	4 06	7 22	2 53	2 69
Alabama.....	b1 58	b6 89	b9 41		
Arkansas.....	b1 32	b3 65			
Florida.....	b1 30	b2 92	b4 25		

a In estimating these items only the interest amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

c Per capita of population between 5 and 17.

d Estimated by State superintendent.

e In 1890.

f Does not include expenditure for books.

g In 1879.

h An estimate including per capita of total permanent expenditure for the year.

TABLE I.—PART 2.—Summary (B) of per capita expenditure—Continued.

States and Territories.	Expenditure in the year per capita of the school population. ^a	Expenditure in the year per capita of pupils enrolled in public schools. ^a	Expenditure in the year per capita of average attendance in public schools. ^a	Expenditure in the year per capita of population between 6 and 16. ^a	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. ^a
Tennessee.....	\$1 17	\$2 25	\$3 53	.....	.....
Georgia.....	1 15	2 04	3 32	.....	.....
Alabama.....	1 06	2 33	3 56	.....	.....
New Mexico.....	bc99	bc6 09	bc9 20	.....	.....
North Carolina.....	88	1 71	2 81	.....	.....
Vermont.....	.....	6 00	8 99	.....	.....
South Carolina.....	.....	2 46	.....	.....	.....

^a In estimating these items only the interest on amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

^b Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

^c In 1880.

GENERALIZATION BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from 1872 to 1881, inclusive, as collected by the United States Bureau of Education.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population.....	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
	1879	38	9	14,782,765	179,571
	1880	38	8	15,351,875	184,405
	1881	38	10	15,661,213	218,293
Number enrolled in public schools.....	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
	1876	36	10	8,293,563	70,175
	1877	38	10	8,881,848	72,630
	1878	38	10	9,294,316	78,879
	1879	38	10	9,323,008	96,085
	1880	38	10	9,680,403	101,116
	1881	38	10	9,737,176	123,157

Statistical summary showing the school population, enrolment, &c.—Continued.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number in daily attendance.....	1872	28	4	4,061,569	28,966
	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
	1876	27	5	4,082,632	34,216
	1877	31	4	4,886,289	33,119
	1878	31	5	5,093,298	38,115
	1879	32	8	5,223,100	59,237
	1880	34	8	5,744,188	61,154
	1881	34	9	5,595,329	69,027
Number of pupils in private schools.....	1872	18	5	356,691	7,592
	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
	1879	19	4	358,685	7,459
	1880	21	4	561,209	6,921
	1881	20	2	564,290	5,305
Total number of teachers.....	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	38	9	269,162	2,012
	1879	38	9	270,163	2,523
	1880	38	10	280,034	2,610
	1881	38	9	285,970	3,189
Number of male teachers.....	1872	30	6	81,135	374
	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
	1878	34	8	100,878	789
	1879	34	8	104,842	985
	1880	35	8	115,064	948
	1881	36	7	107,780	1,018
Number of female teachers.....	1872	30	6	123,547	633
	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	898
	1877	33	9	138,228	966
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,342
	1880	35	8	156,351	1,306
	1881	36	7	158,588	1,805

Statistical summary of the school population, enrolment, &c.—Continued.

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Territo- ries.		
Public school income.....	1872	35	6	\$71,988,718	\$641,551
	1873	35	10	80,081,588	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
	1879	38	10	82,767,815	1,020,259
	1880	38	10	82,684,489	1,255,750
	1881	38	10	86,468,749	1,673,339
Public school expenditure.....	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	962,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
	1878	38	10	79,652,553	877,405
	1879	38	10	77,176,354	1,015,168
	1880	38	10	78,836,399	1,196,439
	1881	38	10	83,601,327	1,510,115
Amount of school funds.....	1872	31	1	65,850,572	64,386
	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	8	81,496,158	323,236
	1876	30	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593
	1880	33	2	119,184,029	3,694,810
	1881	34	2	123,063,786	1,099,015

In the compilation of Table I, the returns for the year 1880 were used for Florida, Missouri, and Texas. In the first two this was necessitated by the practice of issuing biennial reports corresponding to the time of the meeting of the legislatures, and the reports for 1879 and 1880 having been made in the winter of 1881 those for 1882 and 1883 will not be due till the winter of 1883. In Texas the records for 1881 were destroyed by fire, and though in many cases duplicate returns were made by the counties the totals thus obtained fall far short of showing the actual condition of the schools.

Two Territories, New Mexico and Wyoming, failed to report for 1881, and the statistics of the United States Census for 1880 were used in each case.

Under the head of school population, the figures for 8 States and 4 Territories are from the United States Census of 1880, and for the remaining 30 States and 6 Territories from returns made by local school officers. As the school moneys are distributed upon the basis of these estimates, it is for the interest of every community that they should be correct. The general conclusions to which they lead afford additional motives for accuracy. A comparison of the returns made to the several State offices with the corresponding figures of the recent census, or an examination of the same in the light of well known principles of relation, reveals errors that ought not to escape notice and correction by the local officers.

Enrolment in public schools is reported for all the States and Territories. The difficulties in the way of absolute exactness in the treatment of this particular are well understood by those experienced in the compilation of statistics. They were the subject of debate in the international conference upon statistics held at the Trocadéro Palace, Paris, during the International Exposition of 1878, when various methods of procedure were explained and many sources of error pointed out. Some of the difficulties brought up for discussion are peculiar to European countries, others are equally prevalent in the United States; the most general and constant sources of error with us are duplicate enrolments, caused by the removal of scholars from one school to another without formal notice, and the omission of entire districts in the enumeration.

Under ordinary conditions school enrolment increases with school population. Both these totals show increase in 1881 over the same for 1880, but the returns from several States represent population and enrolment as changing inversely. Where this anomaly really occurs the causes should be sought for and set forth, if possible.

The average daily attendance for 34 States is 5,595,329; the four States failing to report under this head are Arkansas, Delaware, South Carolina, and Texas. Supposing the average daily attendance in each of these States to be the same percentage of the enrolment in each that the total average attendance in 34 States is of the enrolment in 34, we obtain an estimated average attendance for the four States of 268,866. So with the Territories: Dakota and the Creek Nation in the Indian Territory fail to report this item. Estimating the average daily attendance for the non-reporting Territories by the rule given above we have an estimated total for the Territories specified of 18,637.

The statistics of average daily attendance are then: States reported (34), 5,595,329; estimated, as explained above (4), 268,866. Territories reported (8 and 4 tribes of Indian Territory), 69,027; estimated as explained (Dakota and Creeks in Indian Territory), 18,637.

Thirty-one States and 4 Territories report an expenditure for sites, &c., of \$10,502,036; 28 States and 4 Territories report \$1,151,804 expended for salaries of superintendents. Three States do not separate this item of expenditure from the amount expended for salaries of teachers. Thirty-four States and 7 Territories report an amount expended for salaries of teachers of \$55,291,022; 32 States and 6 Territories report a miscellaneous expenditure (i. e., for fuel, light, rent, repairs, &c.) of \$14,603,659. Thirty-eight States and 10 Territories report the item of total expenditure for public schools, amounting to \$85,111,442.

Thirty-one States and 8 Territories report the value of school property; Connecticut, Georgia, Maryland, Massachusetts, Mississippi, Texas, and Vermont are the States and Idaho and the Indian Territory the Territories failing to report this very important item.

The amount of school fund in the States, \$123,083,786, includes the estimated fund in Ohio, omitted in 1880, which in 1876 was \$3,742,760 and is now believed to amount to \$3,795,206.

The United States deposit fund in New York, amounting to \$4,014,521, which has been included in the statement of the permanent school fund for several years, is omitted for 1881. The superintendent writes that by legislative enactment the income of this fund is devoted to educational purposes, though the capital is not a school fund under any provision of the constitution.

The decrease in the permanent school fund in the Territories is apparent only, the reports for several previous years from the Indian Territory having included the national lands or general tribal funds, part interest of which could be devoted to school purposes. One million eighty-nine thousand and fifteen dollars, therefore, represent a small fund of the District of Columbia and the school funds only of the Cherokee, Choctaw, and Creek Indian tribes.

All the States and Territories report in some form the item of income, that for Massachusetts being exclusive of receipts for permanent purposes, that for Dakota being a

report of 25 only out of 49 counties. It is estimated that a full report would make the total revenue for Dakota over \$500,000. The school income for the five civilized tribes is the amount given as total expenditures, which, however, it is stated was derived from tribal funds. A study of Table I of the appendix will also show that in some States the total current income includes a balance on hand from the last school year. The amount thus included is \$2,104,301, which subtracted from the total reported income for 38 States leaves a total current income for the States of \$84,364,448, and subtracted from the grand total leaves \$86,037,787 as the total current income for public schools of the country.

The difference between cities and rural districts with respect to the conditions affecting education calls for a corresponding distinction in education reports. This classification is observed to some extent in State reports, but not so generally nor so completely as the interests of the rural schools require.

Graded and ungraded schools are expressions nearly synonymous with city and rural schools. Rhode Island is the only State reporting the two classes separately in which the graded are in excess of the ungraded schools, the numbers being, respectively, 536 and 294. The numbers reported from Michigan, viz, 6,115 ungraded and 411 graded, represent, it is believed, more nearly the proportions that obtain throughout the country.

Thus it will be seen that, while the city schools attract more attention, the rural schools affect a larger proportion of our youth, which fact alone gives a reason for the separate representation of their enrolment, attendance, resources, and general conduct. Information as to the funds available for their use is especially desirable. It can hardly be doubted that an annual statement under this head would have the effect of stimulating local effort and of promoting a more uniform distribution of school moneys. The increase of the means of education among our rural population and the improvement of the existing schools are matters of such great importance that it is incumbent upon school officers to present all information bearing upon the subject in the clearest possible light. As expressed in the report of the Massachusetts board of education—

This material of clear fact is needed as the basis of the most judicious legislation. It is required as the means of testing finally the value of particular theories, methods, or appliances. And, altogether, it may be doubted whether any very great further advance can be made in our educational system until this record of things actually accomplished is in some better degree made up and set before us.

THE DISTRICT SYSTEM.

The year has been characterized by active measures against the "district school system." The system exists under various names, but has everywhere the same general character and the same unfortunate effects. Under its operations a State becomes an assemblage of small independent districts, which may be subdivisions of existing civil units or formed irrespective of such units, according to the pleasure of the citizens with whom the motion for a school district originates. Each district has its separate body of officers intrusted to a greater or less degree with the management of its school affairs. These officers, termed directors, trustees, &c., are sometimes appointed by the county boards or superintendents of education, but are more generally elected by the voters of their respective districts, and their constituencies are so small that they must be said to represent individual dispositions, opinions, and prejudices, rather than public sentiment or policy. They hold office from one to four years, too often have no qualification for their duties, and are always comparatively irresponsible. The system had its advantages in the early period of public school effort, especially while public funds were largely supplemented by tuition fees, but in the present stage of popular education it has no advantages that offset its evils, and none that may not be preserved under a system which makes the school district coincident with the smallest civil district, as in Pennsylvania and Indiana. In Alabama the township was made the unit of the school system by the act approved by the general assembly February 7, 1879. The excellent effects of the legislation are freely admitted in the current reports. A bill for the abolition of the district system is now

before the Massachusetts legislature and will undoubtedly pass during the present session. The following extracts from reports of the year indicate the prevailing opinion of State superintendents upon the subject:

One-third of the schools of the State do not number more than twelve and nearly one-ninth do not number more than six scholars. This is a troublesome fact when we reflect that such schools, as a rule, must be very short and inferior. The want of money in such districts necessitates the employment of low priced and hence poor or inexperienced teachers. If for any reason a good teacher consents to instruct, the lack of numbers fails to impart the inspiration necessary to the best work. Besides, the intercourse and competitions of a large school, which are potent factors in education, are lost to children so circumstanced. An opportunity for an equable distribution of intelligence and a fair development of faculties among all the members of society is a chief purpose of public instruction. Our district system at present seems to defeat this object. We refuse to unite or abolish districts, but find it hard to defend, on considerations of public welfare, a scheme which gives forty weeks of schooling to one child and only four to another.—(Report of Hon. J. W. Patterson, superintendent of public instruction, New Hampshire.)

The present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy, so long as this system subsists. A very few of these evils may be more directly referred to, so that, if the system continues, special effort may, if possible, be made to avoid them.

Owing to changes in the population of some localities, many of the subdistricts now enumerate but five, seven, ten, or fifteen children, and schools are actually kept up with only two or three pupils in average attendance, leaving them whole days and weeks without any pupils. This exhausts the money of the townships and tends to deprive the boards of the means of supplying such advantages as are needed for advanced pupils. The diminutive schools occasion very little interest or profit.

Each school being entirely isolated in its work of instruction, old methods of discipline and teaching are likely to be perpetuated indefinitely; this, too, in their most objectionable forms, the spirit having died out of these methods; the form alone remaining. Local interests being given full sway under this very local management, this evil is perpetuated by the common and growing practice of employing as teachers only those who have secured all the education they have in these schools themselves. * * *

These difficulties are also aiding to promote another serious evil: the growing desire for carving special districts out of the more populous and wealthy parts of the townships, thus leaving the subdistricts disconnected, often poor, and for all time incapable of any common interest. In some cases townships are cut across, or even diagonally, in this way. Cases have even occurred where all but a single poor subdistrict were absorbed in special districts. The law now renders this disintegration easy, and the evil is becoming so serious as to demand careful consideration.—(Report of Hon. D. F. De Wolf, State commissioner of common schools, Ohio.)

Districts should all be governed by a board holding office for a number of years and chosen by all the electors in the district. The civil township should be the unit, but it should not be subdivided in subdistricts, to be in part governed by a subdirector. The only exception to the township district should be the town or city districts, as we have them now. * * *

The objections to the division into rural independent districts are a needless multiplication of officers, for which often suitable persons cannot be found; the unnecessary expense of paying so many secretaries and treasurers; and the inability of many of these districts to provide proper school facilities, owing to the lack of means.—(Report of Hon. C. W. von Coelln, superintendent of public instruction, Iowa.)

These opinions, which might be multiplied indefinitely, are summed up in the statement that the district system is in the way of every measure of progress suggested by experience. It prevents economy in the use of funds, efficient supervision, the advantageous location of school buildings, and equality of school provision for the children of different portions of the same civil district.

The system of parish or local boards in Great Britain has given rise to similar complaints, and a proposition for county boards has already been started in influential quarters. It is not proposed to do away with the existing boards, but to confine their functions to those interests which are purely local.

In a system of popular education like our own, originating with the people and sustained by voluntary taxation, the preservation of local interest is of the first importance; experience shows that it need not be sacrificed by the abolishment of the district system.

QUALIFICATIONS AND APPOINTMENT OF TEACHERS.

The means of improving the teaching force in the rural schools has been a prominent subject of discussion during the year. The following conditions have engaged attention: standards of qualifications, modes of appointment, tenure of office, inspection.

The standard of qualification for teachers appears to be lower in the United States, taken as a whole, than in other countries in which provision has been made for the education of the masses. In England a school cannot receive the parliamentary grant unless the principal teacher is certificated or, if the attendance does not exceed 60 scholars, provisionally certificated. Both classes of certificates are awarded upon examination; for a full certificate the candidate must also serve as a teacher and secure two favorable reports from an inspector. In France the law requiring primary teachers to pass the examination for a "certificate of aptitude" is not as yet strictly enforced. In Prussia and Switzerland admission to the work of teaching is as carefully regulated as admission into any of the learned professions.

The teachers of the United States bear favorable comparison with those of England and France, in which countries it must be remembered popular education is of recent development; the advantage does not seem to be with us if the comparison be extended to Prussia and Switzerland. There are exceptional districts in which the teachers are carefully chosen, well paid, and retained from year to year, but in general our rural schools are suffering the natural consequences of a low estimate of the requirements of the service as expressed in careless appointment, meagre wages, uncertain tenure, and absence of systematic, efficient supervision.

Where the methods of examination and appointment have improved, the complaint of incompetent teachers has not ceased; on the contrary, the examining boards are embarrassed in carrying out their instructions by the limited attainments of candidates. The current reports offer much information bearing upon this subject.

The Rhode Island board of education made a special effort during the year to obtain from each town information touching the qualifications of teachers. As a result of the inquiry it appears that about 4 per cent. of the teachers employed in the State have had a collegiate education; 62 per cent. have had either a high school or an academic education; 21 per cent., normal school training; while 13 per cent. have had only a common or district school preparation. Of the whole number 7 per cent. were reported as having had no experience. The system of examination and appointment in Rhode Island is unsatisfactory, but its tendencies are largely counteracted by other conditions, among which the rate of salaries must not be counted least. The average salaries in 1881 were for men \$76 a month, for women \$41.89, the average duration of the schools being 9 months and 6 days. The lowest average salary paid in any town was for men \$25.94 a month for a session of 7.9 months, and for women \$17.88 a month for session of 7.4 months. In three of the five counties of the State, the average salaries for men were above \$80 a month and for women above \$30 a month.

George A. Walton, special agent of the Massachusetts board of education, commenting upon the results of the examination of the schools of Bristol County, uses the following language: "Let all the towns apply 25 per cent. more to the wages of teachers and expend the money in securing and retaining the best the market affords, and the schools could be made one-fourth better."

The revised school law of Michigan, which became operative July 1, 1881, introduces an important improvement in providing for the examination of teachers by county boards, but unfortunately the decline in salaries, which has worked such mischief in the schools heretofore, continues. The average salaries in ungraded school districts were, for men, \$26.30 a month, a decrease of \$1.22 below the same in 1880; for women, \$18.49, a decrease of 26 cents since 1880; the average duration of the schools was 7.4 months.

The school law of Pennsylvania makes excellent provision for the examination and appointment of teachers, but experience proves that the system can effect little against low salaries. In his report for 1880, Hon. J. P. Wickersham, the State superintendent, says: "The character of the teaching done in the schools has greatly improved, but it has not yet reached even a medium standard of excellence." He speaks from intimate knowledge of the facts and his statement is supported by the majority of the county superintendents whose reports accompany his own. The latter almost invariably ascribe difficulty in securing or retaining competent teachers to the low salaries. For 1881, the average salaries in the State, excluding Philadelphia, were, for men, \$32.64 a month; for women, \$26.04, the average length of the school term being 6.28 months. The reports from Southern States show still lower salaries, with consequences proportionately worse.

In Alabama the average pay of teachers in white schools is \$22.98 a month; in colored schools, \$23.15; the average total paid to each teacher yearly, \$85.30. The funds allowed the white schools to be maintained on an average 84 days in 1881; the colored schools, 76 days. The impossibility of securing satisfactory results under such circumstances was so evident that in many districts the funds for the white schools were supplemented by voluntary contributions or tuition fees; in some instances the same was done for the colored schools.

The average salary in Mississippi, estimated for the entire State, was \$30.05.

The average salaries in all the States are set forth in Table I, Part 1, Summary B, p. xlv, which should be studied in connection with column 6, Table I, Part 1, Summary A, p. xliii.

To secure a general advance above these rates two measures seem necessary: first, a fixed minimum salary in each State; second, increased funds for the payment of teachers. The former measure has been repeatedly urged upon State legislatures by governors, school officials, and public spirited citizens, but their recommendations have not prevailed against the opposition of wealthy districts to schemes of taxation or distribution that oblige them to share the burden of poorer districts. The latter measure involves many considerations; that which chiefly engages attention at the present time is the proposition for national aid to elementary education.

All the bills introduced into Congress agree in providing that a large part of the proposed fund shall be applied to teachers' salaries, a consideration that adds weight to the other arguments in support of the measure. Where the salaries justify the expectations of competent teachers, the means of deciding upon the merits of applicants should be carefully considered. Normal school diplomas ought to be sufficient guarantees for the service, and in most States are so regarded. In the case of candidates who are not normal graduates, examination is required. The improvement in this respect is one of the most encouraging indications of progress in public school affairs. It is noticeable in the constitution of examining boards, in the subject matter of examination, and in the relation of certificates. While no uniform rule can be given for the organization of an examining board, experience shows that it should represent a district large enough to prevent the undue effect of local influences; that it should have a professional rather than a business character, and should possess some element of continuity, in order that the matter and standards of examination may not be altered frequently or suddenly. The change from township to county examining boards, the appointment of teachers upon the examining boards, and the division of the members into classes whose terms of service expire at different dates are in accordance with these requirements.

In a number of States the evidence of admission to the highest grade among teachers is a life certificate, which is recognized throughout the State and relieves the holder from further examination. It is gratifying to observe an increasing desire on the part of teachers to obtain these certificates, as it indicates a disposition to make teaching a permanent vocation and gives additional ground for the recognition of teaching as a profession. It is teachers of this class who may be relied upon to encourage the best efforts in all departments of instruction.

The conditions upon which the life certificates shall be awarded are determined by a council or committee composed in part of teachers of approved scholarship and established reputation. By this arrangement teachers may exercise something of the same control over their calling that lawyers and doctors exercise over their respective professions. It will be seen from my annual reports that the professions of medicine and law are becoming more vigilant in admitting persons to practice and more exacting respecting standards of qualification. The bar unites with the courts in providing methods of examination for those applying for admission to practice; and members of the various medical associations and faculties of medical colleges are seeking the coöperation of legitimate State action to protect their profession against incompetent physicians. Engineers are taking somewhat similar action, and teachers may profitably follow their example.

The want of coöperation between the appointing and examining powers is a conspicuous defect in school administration and one which ought to be immediately remedied. In this connection the statement of Hon. M. A. Newell, secretary of the State board of education, Maryland, with respect to the harmonious action of the school authorities of that State, is suggestive:

In the first place the local trustees nominate the teacher, but cannot appoint him nor fix his salary. They can recommend the making of repairs on school-houses, but cannot order them to be made. It requires the action of the county school board to give effect to the wishes of the local trustees in all important matters. If there is a disagreement among teachers, patrons, and local trustees, it may be referred to the county school board for settlement. If it is not settled there, there is an appeal to the State board. The number of appeals to the State board has been remarkably few; but the fact that such an appeal can be made, and that in no ordinary case is any resort to the courts of law necessary, has largely tended to promote peace and harmony. The powers of the State board are ample. The right to construe and explain the school law and settle disputes secures to a great extent uniformity in its execution and prevents petty disputations. The authority to enact a code of by-laws for the guidance of teachers and county school boards gives elasticity to the management, and makes a biennial reconstruction by the legislature entirely unnecessary. The majority of the State board are necessarily experts in school management; they know practically the diseases and the appropriate remedies. The power which they possess, to suspend or dismiss an incompetent teacher or examiner, has never been exercised as yet, because the board has not been fully satisfied that there was any necessity to do so. The examiner or secretary is appointed by the county school board, but cannot be dismissed by them before the expiration of the term for which he was appointed. The power of dismissal is lodged with the State board. Thus the powers of local trustees, the county school boards, and the State board of education mutually check, supplement, and support one another.

A well ordered system of appointment and the union of the various bodies charged with the business interests, the supervision, and inspection of school affairs into an organic whole, having vital connection between all its parts, would do much to place the teachers' tenure of office upon a satisfactory basis. These conditions, supplemented by fair salaries and enlightened public sentiment, would make the teacher's position as secure as the circumstances of a rapidly developing country allow.

SCHOOL SUPERVISION.

Theoretically, a supervising agency is included in the school systems of the several States; practically, the service is wanting in the rural districts, with few exceptions. Its importance need no longer be argued, as it is admitted by all competent to judge of the purposes and processes of popular education: its neglect arises from the want of funds or the apathy that can only be overcome by the compulsion of law and the pressure of public opinion. The most significant record of the year under this head is in the report of the Massachusetts board of education, which body has been earnestly endeavoring to devise a plan for the efficient supervision of the schools of the State. It should be premised that the Massachusetts board is more restricted in its authority than many State boards, nevertheless it illustrates substantially the relation between State and local authorities with reference to education in the several States. The province of the Massachusetts board is described as follows in the report of 1880-'81:

It will thus be seen that, as to the common schools, the duty of the board is fixed by law, and lies almost wholly in the line of gathering and spreading information respecting them. * * * This is a distinctive feature of the oversight which the State has provided for its schools. It does no more, by its own officials, than to cause an inspection and report, more or less complete, to be made concerning them. The State appoints by law that the schools of a certain grade and range of study shall be opened, and for a designated length of time, and requires that the children within prescribed limits shall attend upon them; but it does not itself undertake directly to manage the schools; and, if they fail to reach such a degree of efficiency as might be desired, the State does not attempt, or has not thus far attempted, to do more than to call attention to the failure and the means for improvement. The care of the schools, their direct management, and the whole practical control of them rest with the school authorities and with the people themselves in each city and town. Thus, in the matter of common school administration, the State itself, through its own officials, does little more than to observe what is done, and cause it to be known as widely as it may, and to make suggestions of improvement. * * *

It is evident that this policy may have its elements both of weakness and of strength. It may allow to be left for a long time untouched many errors and defects in the management of the schools which might be at once removed if the State were to lay its hand directly upon them; and it may seem thus to fail, and may perhaps really fail, in bringing the schools with sufficient promptness to the best attainable results. But, on the other side, in its reliance upon the intelligence and carefulness of the people themselves, in their several localities, and through the necessity of working only through such agencies, it may secure, in a more permanent manner, the gains that are made.

After a brief review of what the State has accomplished for the improvement of the schools, the report continues:

We are thus brought to the consideration of a topic which has been presented with urgency in former reports; that is, the desirableness of providing for a more efficient supervision of the schools throughout the whole State than now exists. It is not needful to repeat the arguments that have been set forth at length on other occasions to exhibit the necessity of such a provision. The oversight referred to would be of a kind to offer no interference whatever with the full control of the schools by the local boards and to involve thus no new departure from that line of State policy which has just been sketched. The board does not ask for officials to be intrusted with direct management or administration, but officials to carry on further and more fully the work, now in part undertaken, of diffusing knowledge concerning the best modes of management and of collecting information respecting the actual condition of the schools.

It is difficult to see how the number of officers required could be secured excepting by a system of county or township superintendence. Certain facts to which Hon. J. W. Dickinson, secretary of the Massachusetts board, calls attention, indicate that this is likely to be the issue of the experiment in that State:

There is a demand for more agents. Until the towns are organized so as to supply themselves with special school directors the State should supply them, that the best and largest results which our system of schools is capable of producing may be secured.

Sections 44 and 45 of chapter 44 of the public laws give authority to any two or more towns to form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law. Two districts have been organized under these provisions of the statutes, Waltham and Watertown forming one and Canton and Milton the other. The first named district is under the superintendency of Mr. John F. Prince; the second, of Mr. G. I. Aldrich. These union superintendents are doing a grand work for their districts, and are solving the problems relating to district supervision. If all the smaller towns of the Commonwealth could be united into convenient districts, and in this way supplied with adequate school superintendence, experience is proving that the conditions of good schools would be supplied.

Two such officials, termed agents of the board, have been employed for several years. The plan of inspection adopted by them indicates the character of the oversight which ought to be extended to all the schools of the country. The following is the outline as presented in the report for 1880-'81:

- (1) School buildings, including site and grounds; size of rooms; lighting, heating, and ventilation; furniture and outbuildings, including location, construction, drainage, and use.
- (2) Studies, including course of studies (branches); means of teaching, as apparatus, libraries, and reference books.

(3) Results, including reading, silent and oral; alphabet, with elementary sounds; spelling, oral and written; language; geography, numbers, and arithmetic, &c.

(4) Teachers and teaching; methods of teaching; physical training; moral instruction.

The schools which were visited before this plan was adopted embraced a part of those in eight of the cities and towns. Visits to these were made not only for the purpose of inspection, but also for the purpose of teaching in the schools and addressing the teachers and people.

Efficient inspection of the nature here indicated is the great desideratum of our rural schools. It would be a support to the ablest teachers and a means of securing from inferior teachers a fair average of results. Such a conception of the duties of county superintendents or equivalent officers as is represented in the plan quoted above implies corresponding qualifications in those officials. This opens up a matter concerning which very crude notions are entertained and very unsatisfactory practices tolerated. The various pedagogical associations, which do so much by their discussions and publications to promote educational reforms, are giving serious thought to this interest, and already measures have been taken to improve the county superintendency in the States in which it exists. A bill with this end in view was introduced into the Illinois legislature during the winter. The bill provides that—

No person shall be eligible to the said office of county superintendent of schools who is not twenty-five years of age and who has not had three years' experience in actual school work, either as a teacher or a superintendent of schools, nor unless he shall be the holder of (1) a State certificate of qualification granted in accordance with the provisions of section 50 of the school law; or (2) the diploma of a chartered college granted to such as have completed the regular course of academic or scientific study; or (3) the diploma of some State normal school granted to such as have completed the regular course of academic and professional study; or (4) of a certificate to be obtained by a specified examination.

COURSES OF STUDY.

Within a few years much attention has been given to the order and conduct of studies in rural schools, and in a number of States definite courses of study have been adopted and measures taken for enforcing their use. As regards the subjects which are universally included in elementary instruction, viz, reading, writing, and arithmetic, these courses differ little from one another or from those employed in foreign schools. History, geography, grammar, elementary science, physiology, and civil government, as embodied in the Constitution of the United States and of individual States, make up the list of additional subjects. In Nevada drawing is included in the course for ungraded schools, but, as a rule, that branch and three others which appear in nearly all foreign programmes, viz, music, gymnastics, and needlework (for girls' schools), have no place in our programmes. Opinions are various with reference to the relative importance and proper sequence of these several branches. The objection has been urged against the programmes generally that they include too much for the meagre term of school life. The case is well stated by Hon. N. A. Luce, State superintendent of common schools of Maine, in his report for the year 1881. After citing the list of studies required by law, viz, "reading, writing, spelling, English grammar, geography, arithmetic, history, physiology, book-keeping, civil government (in the form of the constitution of Maine and of the United States), and such other branches as school committees may desire to introduce into the schools under their charge," he continues:

Can this specifically prescribed course of study be completed with any fair degree of thoroughness in the average school life of the average pupil? Evidently not. That life, five years of thirty-eight weeks each, would, in the very nature of things, appear to be too short for such and so much work. The statistics, indeed, show this to be the case. In only about half the ungraded schools is history a study; book-keeping in about a third, and physiology in about a fourth. Considered in relation to present average length of schools alone, then, the course of study prescribed for them is too extensive. Considered in relation to the character of the work done in them, too (the teach-

ing, the same is true. Not broad enough, considered in its relations to the work which ought to be demanded and which the purposes they ought to subserve do demand of the school; and too broad, considered in its relations to the actual work which the schools can accomplish in their present condition, the practical question is, shall the prescribed course of study be modified to suit the actual conditions of the schools or shall the schools be so increased in length and improved in quality as to enable them to do the work set for them in that course? There can be but one right answer: the schools must be increased in average length, and, for still stronger reasons, their great diversity in length heretofore noticed must cease to exist and their quality must be improved.

Few will dissent from his conclusions. In determining the outline courses, two points must be kept in view: first, the branch upon which classification shall be based; second, the daily programme. In a graded school the studies are uniform for all the members of the same class. In an ungraded school this uniformity is impossible, and some study must be selected as the basis for the division into classes. The choice is between arithmetic and reading. The latter is generally to be preferred, as children differ much less with respect to their capacity for reading than for computation. In arranging the daily programme it should be remembered that some studies require more time than others and that some are a greater tax upon the mind than others. These severer studies should be assigned to the hours when the children are freshest and brightest, viz, the forenoon and the hour immediately following recess. The chief difficulty in classifying ungraded schools arises in connection with scholars who grade in more than one class. Some authorities object to this provision altogether, but those who have the true interests of scholars at heart will recognize its necessity; the proper ideal of a school is the greatest good to the individual consistent with the interests of the majority, and under this conception flexible classification must be allowed within reasonable limits.

Where definite courses of study for ungraded schools have been adopted it is desirable that superintendents should embody the same in their reports, with such comment as observation and experience may suggest. This has been done in several instances in the reports for 1881.

Hon. W. H. Ruffner, superintendent of public instruction for Virginia, presents the following outline for a course of nine five months' terms:

GRADED COURSE FOR PRIMARY SCHOOLS OF ONE TEACHER.

(Completed in nine five months' terms.)

First term.—(1) Alphabet: by word and phonic method, followed by reading and spelling first half of First Reader.

(2) Writing: making letters and words on blackboard and slate.

(3) Numbers: counting objects; naming and making figures.

(4) Oral instruction: daily, not only on the regular branches, but on various topics, such as correct speech, objects, hygiene, music, morals and manners; and this done on Friday especially.

Second term.—(1) Reading and spelling: to the end of the First Reader. If Leigh's method be used more rapid progress may be made.

(2) Writing: in tracing book and in copying short sentences from Reader.

(3) Arithmetic: numeration begun, and addition; constructing and mastering the addition table; making some use of elementary text book, chiefly for objects and simple problems. Where Grube's method is employed these directions will not suit.

Third term.—(1) Reading: Second Reader begun; spelling and vocal drill continued; meaning of words determined, chiefly by their use in sentences constructed for the purpose by teacher and pupils.

(2) Writing: first copy book and copying from Reader. Blackboard and chart used in illustrating forms and principles of letters.

(3) Arithmetic: numeration continued; subtraction and multiplication; mental and written exercises alternating throughout the course; elementary text book in regular use.

Fourth term.—(1) Reading: Second Reader finished, Third Reader begun; spelling and defining words in lessons.

(2) Writing: copy book and dictation from Reader to be copied by pupil.

(3) Arithmetic: division; fractions and decimals explained in connection with numer-

ation, but not studied in detail; a few simple denominate tables learned; elementary book finished.

Fifth term.—(1) Reading: Third Reader finished; phonic analysis and defining never given up.

(2) Spelling: spelling book begun.

(3) Writing: copy book and dictation; principles made familiar; particular letters taught.

(4) Arithmetic: the complete arithmetic commenced. Mental and written constantly intermingled. Walton's tables used.

(5) Geography begun: oral; globe; points of the compass, practice in direction, location, and distance; local maps constructed; outline wall maps explained; geographic terms written, explained, and illustrated by objects or pictures.

Sixth term.—(1) Reading: Fourth Reader begun; constant attention to enunciation and expression; use of dictionary as a book of reference taught.

(2) Spelling: in spelling book and by all other means except dictionary.

(3) Writing: copy book and the substance of reading lessons.

(4) Arithmetic: omitting puzzles, repetends, duodecimals, and (as they may be hereafter reached) the more complex and less used rules, such as alligation and the progressions.

(5) Geography: intermediate text book begun; map drawing practised throughout the course; good map studied carefully, though not in extreme detail; indifferent or inaccurate maps not allowed.

(6) Grammar: the correction of errors in language used by pupils attended to always; systematic oral instruction begun.

Seventh term.—(1) Reading: Fourth Reader finished and Fifth begun; exercise varied by skipping and introduction of parallel reading.

(2) Writing: copy book and letter writing.

(3) Arithmetic: quickness and accuracy in performing the most practically useful operations to be sought rather than following curious details or subtle principles, or aiming at going over the whole book.

(4) Geography: text book expurgated of such details as may in after life be readily supplied as wanted, and geographical principles, forms, and outlines chiefly insisted upon.

(5) Grammar: elementary text book begun.

Eighth term.—(1) Reading: Fifth Reader; small United States History (200 pages).

(2) Writing: practice; study of particular letters continued; and careful attention to details of posture, pen holding, and careful formation of letters throughout the course.

(3) Arithmetic: the mental effect attended to.

(4) Geography: intermediate geography finished; and geographical questions considered in connection with reading history.

(5) Grammar: parsing, analysis (diagrams used).

Ninth term.—(1) Reading: Fifth Reader and History of Virginia; spelling practised to the last.

(2) Writing: faithfully studied and practised to the end.

(3) Arithmetic: completed.

(4) Geography: geography of Virginia.

(5) Grammar: elementary completed.

Mr. Ruffner believes this course to be well suited to the ordinary term of rural school education.

It is impossible to examine the various courses without being struck with the general neglect of elementary science. The rural schools would seem to be favorably situated for the study of nature in some one of her varied aspects. The well known effect of such study upon the mind, its value as a resource to the individual, and its relation to the tendency of modern thought are so many reasons for its introduction into these courses. Here is a practical matter for the consideration of superintendents, teachers' associations, and the faculties of normal schools, and one whose consideration can no longer be deferred if our people are to share in the progress of the age.

The instruction contemplated would not interfere with what must be regarded as the great end of elementary schools, viz, the training of the youth of a community so that they may be able to read intelligently, write legibly and correctly, and compute accurately. Where this end is attained under conditions well adapted to the physical, intellectual, and moral needs of the young the schools are a success; so far as the schools fall

short of this end or accomplish it at the cost or the neglect of the moral nature of the young people committed to their care, they are failures.

The attainments specified are so important that we may well question whether all examinations of elementary schools should not be directed simply to testing their efficiency within this limit; but if such were the accepted criterion there would still be large choice of subjects and methods and large opportunity for the study of adaptation.

If the problem which is before the schools be reduced to the simplest possible conditions the necessity for definite schemes of study remains.

The experience of the world with reference to this means of regulating and directing the work of schools is illustrated in the following extract from the circular of Mr. Van Humbéek, Belgian minister of education, dated 20th July, 1880: "Contrary to what has been for a long time the practice in all the countries which have at heart the development of popular education, the Belgian government, according to the law of 1842, did not deem it necessary to decree a plan of studies for the public primary schools. Some large cities, some provincial inspectors, had of their own initiative formulated programmes of study; but in the majority of the communes the teachers were left to be the sole judges of the manner of interpreting the intentions of the law on that subject. Experience has condemned this system; wherever the schools have followed definite programmes, progress has been marked, while for the most part in the schools left to themselves routine has taken firm hold." The circular was accompanied by a programme of studies to be used in the communal schools.

ILLITERACY AMONG MINORS.

In reviewing the educational reports of the several States and Territories the question arises in thoughtful minds, how far has the elaborate provision accomplished its purpose in the instruction of the young? The statistics of minor illiteracy from the Census go far to answer the inquiry.

TABLES 10 AND 11 FROM THE CENSUS OF 1880.

Tables 10 and 11 show the number of minor whites of each sex between ten and fourteen and between fifteen and twenty, the number of the same unable to write, and the per cent. of the illiterate. It will be observed that the percentage of female illiteracy is less than that of male illiteracy. Colorado, Arizona, and New Mexico are the only exceptions in either age.

Name.	Percentage of illiterates 10 to 14.			Percentage of illiterates 15 to 20.			Percentage of illiterates 10 to 20.		
	Males.	Females.	Both sexes.	Males.	Females.	Both sexes.	Males.	Females.	Both sexes.
Colorado.....	11.8	12.4	12.1	5.6	10.5	7.5	8.0	11.3	9.5
Arizona.....	25.8	21.2	23.7	22.5	22.9	22.7	23.8	22.2	23.1
New Mexico.....	60.3	64.5	62.3	52.1	72.5	62.6	56.2	68.7	62.4

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TABLE 10, from the Census of 1880, showing the illiteracy of white persons, male and female, ten to fourteen years old, both ages included.

States and Territories.	White persons from 10 to 14 years of age, both inclusive.			White males from 10 to 14 years of age, both inclusive.			White females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	64,781	2,182	3.4	33,153	1,294	3.9	31,628	888	2.8
New Hampshire.....	30,605	1,233	4.0	15,477	635	4.1	15,128	598	4.0
Vermont.....	33,449	1,210	3.6	17,150	728	4.2	16,299	482	3.0
Massachusetts.....	159,921	1,949	1.2	80,270	996	1.2	79,651	953	1.2
Rhode Island.....	25,587	2,122	8.3	12,879	1,156	9.0	12,708	966	7.6
Connecticut.....	58,456	1,273	2.2	29,543	715	2.4	28,913	556	1.9
New York.....	505,144	12,152	2.4	254,441	6,691	2.6	250,708	5,461	2.2
New Jersey.....	116,569	3,484	3.0	58,614	1,957	3.3	57,955	1,527	2.6
Pennsylvania.....	472,606	19,368	4.1	239,304	11,376	4.8	233,302	7,992	3.4
Ohio.....	368,269	12,466	3.5	181,491	7,230	4.0	176,778	5,236	3.0
Michigan.....	175,904	5,124	2.9	89,780	3,028	3.4	86,124	2,096	2.4
Indiana.....	238,068	13,241	5.6	121,245	7,518	6.2	116,823	5,723	4.9
Wisconsin.....	152,837	4,151	2.7	77,419	2,250	2.9	75,418	1,901	2.5
Illinois.....	357,748	19,413	5.4	180,959	11,180	6.2	176,789	8,233	4.7
Minnesota.....	87,886	3,817	3.8	44,228	1,842	4.2	43,158	1,475	3.4
Iowa.....	195,178	5,051	2.6	99,409	3,047	3.1	95,769	2,004	2.1
Nebraska.....	49,719	2,145	4.3	25,906	1,255	4.8	23,813	890	3.7
Kansas.....	114,839	5,441	4.7	59,631	3,319	5.5	55,008	2,123	3.9
Total.....	3,197,066	115,822	3.6	1,621,099	66,217	4.0	1,575,967	49,105	3.1
Delaware.....	13,178	1,017	7.7	6,700	587	8.7	6,418	430	6.7
Maryland.....	82,130	5,548	6.8	41,439	3,128	7.5	40,691	2,420	5.9
District of Columbia.....	12,670	231	1.8	6,348	129	2.0	6,322	102	1.6
Virginia.....	108,948	27,094	26.1	53,157	15,196	28.6	50,791	11,898	23.4
West Virginia.....	76,214	19,911	26.1	39,163	10,850	27.7	37,052	9,061	24.5
Kentucky.....	173,312	55,558	32.1	88,886	30,524	34.5	84,926	25,084	29.5
North Carolina.....	99,797	45,324	45.4	51,737	24,592	47.5	48,040	20,733	43.2
Tennessee.....	142,267	61,316	43.1	73,004	33,536	45.9	69,263	27,780	40.1
South Carolina.....	45,200	15,828	35.0	22,984	8,242	35.9	22,216	7,066	31.8
Georgia.....	96,137	35,972	37.4	49,475	20,018	40.5	46,662	15,954	34.2
Alabama.....	77,782	31,788	40.9	40,156	17,442	43.4	37,696	14,346	38.1
Florida.....	17,028	5,581	32.8	8,708	3,047	35.0	8,320	2,534	30.6
Mississippi.....	57,805	16,860	29.2	29,694	9,624	32.4	28,111	7,236	25.9
Missouri.....	250,789	40,890	16.3	127,940	23,252	18.2	122,849	17,638	14.4
Arkansas.....	72,133	31,668	43.9	37,249	17,229	46.3	34,884	14,439	41.4
Louisiana.....	54,072	14,363	26.6	26,995	7,565	28.0	27,077	6,798	25.1
Texas.....	138,719	39,707	28.6	71,635	22,762	31.8	67,084	16,945	25.3
Total.....	1,513,181	448,146	29.6	774,849	247,723	31.9	738,332	200,423	27.1
California.....	77,984	1,517	1.9	39,077	821	2.1	38,857	696	1.8
Oregon.....	18,617	1,112	6.0	9,460	687	7.3	9,157	425	4.6
Nevada.....	3,728	37	1.0	1,963	17	0.9	1,865	20	1.1
Colorado.....	13,026	1,575	12.1	6,643	785	11.8	6,383	790	12.4
Arizona.....	2,321	551	23.7	1,297	334	25.8	1,024	217	21.2
Washington.....	6,955	330	4.7	3,651	207	5.7	3,304	123	3.7
Idaho.....	2,730	192	7.0	1,397	108	7.7	1,333	84	6.3
Utah.....	17,785	1,904	10.7	9,000	1,073	11.9	8,785	833	9.5
Montana.....	2,090	55	2.7	1,058	28	2.6	1,003	37	3.7

TABLE 10, from the Census of 1880, showing the illiteracy, &c.—Continued.

Territories.	White persons from 10 to 14 years of age, both inclusive.			White males from 10 to 14 years of age, both inclusive.			White females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Dakota.....	11,481	621	5.4	6,040	355	5.9	5,441	266	4.9
Wyoming.....	1,218	58	4.8	654	38	5.8	564	20	3.5
New Mexico.....	12,479	7,774	62.3	6,484	3,910	60.3	5,995	3,864	64.5
Total	170,284	15,726	9.2	86,624	8,362	9.6	83,660	7,364	8.8
Grand total	4,860,531	579,194	11.8	2,482,572	322,392	12.9	2,397,959	256,802	10.7

TABLE 11, from the Census of 1880, showing the illiteracy of white persons fifteen to twenty years old, both ages inclusive.

States.	White persons from 15 to 20 years of age, both inclusive.			White males from 15 to 20 years of age, both inclusive.			White females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	76,848	3,342	4.3	37,898	1,789	4.7	38,950	1,553	4.0
New Hampshire.....	39,283	2,281	5.8	19,127	1,127	5.9	20,156	1,154	5.7
Vermont.....	38,303	1,599	4.2	19,134	943	4.9	19,069	656	3.4
Massachusetts.....	205,162	7,038	3.4	97,256	3,319	3.4	107,906	3,719	3.4
Rhode Island.....	31,049	2,811	9.1	14,705	1,400	9.5	16,344	1,411	8.6
Connecticut.....	70,645	2,151	3.0	34,436	1,051	3.1	36,209	1,100	3.0
New York.....	595,600	13,973	2.3	281,106	6,954	2.5	314,494	7,019	2.2
New Jersey.....	131,080	3,217	2.5	63,206	1,785	2.8	67,874	1,432	2.1
Pennsylvania.....	512,709	16,327	3.2	249,344	8,901	3.6	263,365	7,426	2.8
Ohio.....	392,752	10,409	2.7	192,080	5,930	3.1	200,672	4,479	2.2
Michigan.....	195,412	5,517	2.8	90,033	3,459	3.5	96,379	2,058	2.1
Indiana.....	259,124	10,081	3.9	128,226	5,650	4.4	130,898	4,431	3.4
Wisconsin.....	171,375	4,284	2.5	84,796	2,243	2.6	86,579	2,041	2.4
Illinois.....	394,785	13,657	3.5	195,115	7,619	3.9	199,670	6,038	3.0
Minnesota.....	97,206	2,544	2.6	49,317	1,402	2.8	47,889	1,142	2.4
Iowa.....	210,208	3,471	1.7	106,373	2,091	2.0	103,835	1,380	1.3
Nebraska.....	49,669	960	1.9	25,831	536	2.1	23,838	424	1.8
Kansas.....	110,756	2,352	2.1	57,230	1,430	2.5	53,526	922	1.7
Total	3,581,866	106,014	2.9	1,754,213	57,629	3.2	1,827,653	48,385	2.6
Delaware.....	15,401	867	5.6	7,554	448	5.9	7,847	419	5.3
Maryland.....	90,238	4,613	5.1	43,364	2,503	5.8	46,894	2,110	4.5
District of Columbia.....	13,521	188	1.4	6,001	100	1.7	7,520	88	1.2
Virginia.....	101,412	16,594	16.4	49,505	8,944	18.1	51,907	7,650	14.7
West Virginia.....	72,246	9,996	13.8	35,908	5,152	14.3	36,338	4,834	13.3
Kentucky.....	176,525	34,216	19.4	87,312	17,954	20.6	89,213	16,262	18.2
North Carolina.....	103,927	30,271	29.1	51,308	15,052	29.3	52,619	15,219	28.9
Tennessee.....	141,094	36,177	25.6	69,703	18,468	26.5	71,361	17,709	24.8
South Carolina.....	44,988	10,114	22.5	21,803	5,212	23.9	23,185	4,902	21.1

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TABLE 11, from the Census of 1880, showing the illiteracy of white persons, &c.—Continued.

States and Territories.	White persons from 15 to 20 years of age, both inclusive.			White males from 15 to 20 years of age, both inclusive.			White females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Georgia.....	96,856	21,269	22.0	46,712	10,827	23.2	50,144	10,442	20.8
Alabama.....	79,999	19,805	24.8	38,501	10,117	26.3	41,498	9,688	23.3
Florida.....	16,396	3,297	20.1	7,951	1,755	22.1	8,445	1,542	18.3
Mississippi.....	56,369	8,799	15.6	27,602	4,828	17.5	28,767	3,971	13.8
Missouri.....	261,781	21,706	8.3	129,153	11,991	9.3	132,628	9,715	7.3
Arkansas.....	67,311	16,639	24.7	33,586	8,524	25.4	33,725	8,115	24.1
Louisiana.....	53,673	9,775	18.2	25,100	4,959	19.8	28,573	4,816	16.9
Texas.....	135,429	19,088	14.1	68,066	10,731	15.8	67,343	8,357	12.4
Total.....	1,527,156	263,404	17.2	749,149	137,565	18.3	778,007	125,839	16.2
California.....	86,665	1,948	2.2	43,299	1,221	2.8	43,366	727	1.7
Oregon.....	19,039	327	1.7	9,820	218	2.2	9,219	109	1.2
Nevada.....	3,915	71	1.8	2,081	61	2.9	1,834	10	0.5
Colorado.....	17,299	1,306	7.5	10,285	573	5.6	7,014	733	10.5
Arizona.....	3,188	723	22.7	1,795	403	22.5	1,393	320	22.9
Washington.....	6,700	88	1.3	3,471	59	1.7	3,229	29	0.9
Idaho.....	2,728	82	3.0	1,508	58	3.8	1,220	24	2.0
Utah.....	17,460	848	4.9	8,590	498	5.8	8,870	350	3.9
Montana.....	2,615	51	2.0	1,587	35	2.2	1,028	16	1.6
Dakota.....	12,238	330	2.7	6,508	175	2.7	5,735	155	2.7
Wyoming.....	1,695	31	1.8	993	25	2.5	702	6	0.9
New Mexico.....	13,103	8,200	62.6	6,379	3,324	52.1	6,724	4,876	72.5
Total.....	186,645	14,005	7.5	96,311	6,650	6.9	90,334	7,355	8.1
Grand total.....	5,295,667	383,423	7.2	2,599,673	201,844	7.7	2,695,994	181,579	6.7

TABLES 12 AND 13 FROM THE CENSUS OF 1880.

Tables 12 and 13, from the Census, show the whole number of the colored minors, male and female, between ten and fourteen years and between fifteen and twenty years (both ages inclusive), and the illiterates of corresponding sex and age, with the percentage of such illiteracy:

TABLE 12, from the Census of 1880, showing the illiteracy of colored persons ten to fourteen years old, both ages inclusive.

States.	Colored persons from 10 to 14 years of age, both inclusive.			Colored males from 10 to 14 years of age, both inclusive.			Colored females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	190	27	14.2	96	11	11.5	94	16	17.0
New Hampshire.....	64	4	6.3	28	3	10.7	36	1	2.8
Vermont.....	134	12	9.0	71	6	8.5	63	6	9.5
Massachusetts.....	1,504	31	2.1	765	18	2.4	739	13	1.8
Rhode Island.....	531	49	9.2	258	25	9.7	273	24	8.8
Connecticut.....	1,006	64	6.4	481	31	6.4	525	33	6.3

ILLITERACY AMONG MINORS.

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TABLE 12, from the Census of 1880, showing the illiteracy of colored persons, &c. — Continued.

States and Territories.	Colored persons from 10 to 14 years of age, both inclusive.			Colored males from 10 to 14 years of age, both inclusive.			Colored females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
New York.....	5,464	528	9.7	2,678	273	10.2	2,786	255	9.2
New Jersey.....	3,855	686	17.8	1,921	361	18.8	1,934	325	16.8
Pennsylvania.....	8,094	1,155	14.3	3,962	600	15.1	4,132	555	13.4
Ohio.....	9,164	925	10.1	4,648	489	10.5	4,516	436	9.7
Michigan.....	2,454	439	17.9	1,231	244	19.8	1,223	195	15.9
Indiana.....	4,469	699	15.6	2,223	352	15.8	2,246	347	15.4
Wisconsin.....	710	152	21.4	378	87	23.0	332	65	19.6
Illinois.....	5,203	1,389	26.7	2,651	736	27.8	2,552	653	25.6
Minnesota.....	396	127	32.1	197	73	37.1	199	54	27.1
Iowa.....	1,121	123	11.0	584	58	9.9	537	65	12.1
Nebraska.....	252	40	15.9	119	17	14.3	133	23	17.3
Kansas.....	5,625	1,638	29.1	2,883	889	30.5	2,742	749	27.3
Total	50,236	8,068	16.1	25,174	4,273	16.9	25,062	3,815	15.2
Delaware.....	3,075	1,453	47.3	1,572	754	48.0	1,503	699	46.5
Maryland.....	24,603	11,086	45.1	12,289	5,693	46.3	12,314	5,393	43.8
District of Columbia.....	5,735	858	14.9	2,717	430	15.8	3,018	423	14.0
Virginia.....	83,209	53,843	64.7	42,204	28,109	66.6	41,005	25,734	62.8
West Virginia.....	3,195	1,324	41.4	1,691	727	43.0	1,504	597	39.7
Kentucky.....	34,068	21,370	62.7	17,255	11,326	65.6	16,813	10,044	59.7
North Carolina.....	68,493	51,889	75.8	34,775	26,676	76.7	33,718	25,213	74.8
Tennessee.....	52,817	35,419	67.1	26,617	18,280	68.7	26,200	17,139	65.4
South Carolina.....	76,961	57,072	74.1	39,323	29,314	74.5	37,658	27,758	73.7
Georgia.....	94,522	73,930	78.2	48,496	38,222	78.8	46,026	35,708	77.6
Alabama.....	77,036	57,905	75.2	39,626	30,153	76.1	37,410	27,752	74.2
Florida.....	15,947	10,676	66.9	8,085	5,425	67.1	7,862	5,251	66.8
Mississippi.....	84,238	58,806	69.8	43,231	30,366	70.2	41,007	28,440	69.4
Missouri.....	18,030	7,823	43.4	9,101	4,169	45.8	8,929	3,654	40.9
Arkansas.....	25,815	18,658	72.3	13,230	9,605	72.6	12,585	9,053	71.9
Louisiana.....	57,914	41,919	72.4	29,586	21,603	73.0	28,328	20,316	71.7
Texas.....	52,055	37,384	71.8	26,259	19,165	73.0	25,796	18,219	70.6
Total	777,733	541,410	69.6	396,057	280,017	70.7	381,676	261,393	68.5
California.....	2,875	1,199	41.7	1,638	613	37.4	1,237	586	47.4
Oregon.....	367	142	38.7	229	94	41.0	138	48	34.8
Nevada.....	322	148	46.0	187	79	42.2	135	69	51.1
Colorado.....	181	20	11.0	89	13	14.6	92	7	7.6
Arizona.....	457	149	32.6	238	66	27.7	219	83	37.9
Washington.....	662	247	37.3	365	135	37.0	207	112	37.7
Idaho.....	45	14	31.1	28	8	28.6	17	6	35.3
Utah.....	123	58	47.2	60	38	63.3	63	25	39.7
Maine.....	268	138	51.5	144	86	59.7	124	52	41.9
Delaware.....	203	103	50.7	94	49	52.1	109	54	49.5
Wyoming.....	27	10	37.0	15	6	40.0	12	4	33.3
New Mexico.....	1,156	1,045	90.4	591	525	88.8	565	520	92.0
Total	6,686	3,273	48.8	3,678	1,707	46.4	3,008	1,566	52.0
Grand total	894,655	552,771	62.2	424,909	285,997	67.3	409,746	266,774	65.1

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TABLE 13, from the Census of 1880, showing the illiteracy of colored persons fifteen to twenty years old, both ages inclusive.

States and Territories.	Colored persons from 15 to 20 years of age, both inclusive.			Colored males from 15 to 20 years of age, both inclusive.			Colored females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	230	50	21.7	117	18	15.4	113	32	28.3
New Hampshire.....	82	9	11.0	37	6	16.2	45	8	6.7
Vermont.....	132	15	11.4	60	10	16.7	72	5	6.9
Massachusetts.....	1,886	70	3.7	847	37	4.4	1,039	33	3.2
Rhode Island.....	551	61	11.1	246	32	13.0	305	29	9.5
Connecticut.....	1,278	100	7.8	641	45	7.0	637	55	8.6
New York.....	7,013	763	10.9	3,083	367	11.9	3,930	396	10.1
New Jersey.....	4,430	670	15.1	2,075	292	14.1	2,355	378	16.1
Pennsylvania.....	9,691	1,327	13.7	4,162	525	12.6	5,529	802	14.5
Ohio.....	9,735	1,279	13.1	4,639	691	14.9	5,096	588	11.5
Michigan.....	2,909	594	20.4	1,370	298	21.8	1,539	296	19.2
Indiana.....	4,837	858	17.7	2,274	411	18.1	2,563	447	17.4
Wisconsin.....	712	192	27.0	359	106	29.5	353	86	24.4
Illinois.....	5,307	1,185	22.3	2,559	598	23.4	2,748	587	21.4
Minnesota.....	453	144	31.8	222	76	34.2	231	68	29.4
Iowa.....	1,229	191	15.5	651	112	17.2	578	79	13.7
Nebraska.....	233	66	28.3	124	37	21.8	159	39	24.5
Kansas.....	5,236	1,452	27.7	2,490	728	29.2	2,746	724	26.4
Total.....	55,994	9,026	16.1	25,956	4,379	16.5	30,038	4,647	15.4
Delaware.....	3,512	1,690	47.8	1,819	863	47.4	1,693	817	48.3
Maryland.....	26,568	12,729	47.9	12,423	6,155	49.5	14,145	6,574	46.5
District of Columbia.....	6,523	1,490	22.8	2,490	519	20.8	4,033	971	24.1
Virginia.....	77,629	47,477	61.2	37,024	23,629	63.8	40,605	23,848	58.7
West Virginia.....	3,352	1,276	38.1	1,728	666	38.5	1,624	610	37.6
Kentucky.....	35,806	21,787	60.8	17,250	11,092	64.3	18,556	10,685	57.6
North Carolina.....	67,003	45,902	68.5	32,678	22,174	67.9	34,325	23,728	69.1
Tennessee.....	51,730	32,137	62.1	24,980	15,638	63.4	26,800	16,329	60.9
South Carolina.....	73,640	52,936	71.9	34,465	24,105	69.9	39,175	28,831	73.6
Georgia.....	91,920	70,234	76.4	43,709	33,185	75.9	48,211	37,049	76.8
Alabama.....	75,947	56,897	74.9	35,928	26,673	74.2	40,019	30,324	75.5
Florida.....	15,669	9,991	63.8	7,032	4,392	62.5	8,637	5,599	64.8
Mississippi.....	78,415	52,825	67.4	36,502	24,167	66.2	41,918	28,658	68.4
Missouri.....	20,042	8,064	40.2	9,561	4,077	42.6	10,481	3,987	38.0
Arkansas.....	23,466	16,371	69.8	11,143	7,596	68.2	12,323	8,775	71.2
Louisiana.....	52,072	38,721	74.4	23,536	17,476	74.3	28,536	21,245	74.4
Texas.....	48,141	33,309	69.2	22,572	15,635	69.3	25,569	17,674	69.1
Total.....	751,435	503,826	67.0	354,790	238,212	69.6	396,645	265,614	66.9
California.....	13,763	4,041	29.4	11,764	2,860	24.3	1,999	1,181	59.1
Oregon.....	2,065	551	26.7	1,893	481	25.4	172	70	40.7
Nevada.....	1,096	368	33.6	825	236	28.6	271	132	48.7
Colorado.....	441	83	18.8	271	58	21.4	170	25	14.7
Arizona.....	756	236	31.2	539	136	25.2	217	100	46.1
Washington.....	1,236	329	26.6	928	191	20.6	308	138	44.8
Idaho.....	191	37	19.4	182	30	16.5	9	7	77.8
Utah.....	237	113	47.7	157	60	38.2	80	53	66.2
Montana.....	354	161	45.5	225	83	36.9	129	78	60.5

TABLE 13, from the Census of 1880, showing the illiteracy of colored persons, &c.—Continued.

Territories.	Colored persons from 15 to 20 years of age, both inclusive.			Colored males from 15 to 20 years of age, both inclusive.			Colored females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Dakota	213	103	48.4	103	52	50.5	110	51	46.4
Wyoming	134	28	20.9	108	23	21.3	26	5	19.2
New Mexico	1,402	1,305	93.1	736	667	90.6	666	638	95.8
Total	21,888	7,855	35.6	17,731	4,877	27.5	4,157	2,478	59.6
Grand total	829,317	520,207	62.7	396,477	247,468	62.1	430,840	272,739	63.3

A comparison of these tables with the tenth and eleventh, previously given, will enable the reader to see how great is the need for special effort toward the cultivation and improvement of the colored youth in our nation. The surplus of percentage of colored minor over white minor illiteracy for the Union as a whole is 55.

Minor illiteracy compared by age, race, sex, and location.

Age.	Race.	Northern group.			Southern group.			Pacific group.			The Union.		
		Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.
10-14	Colored	16.9	15.2	16.1	70.7	68.5	69.6	46.4	52.0	48.8	67.3	65.1	66.2
	White	4.0	3.1	3.6	31.9	27.1	29.6	9.6	8.8	9.2	12.9	10.7	11.8
	Surplus of colored.	12.9	12.1	12.5	38.8	41.4	40.0	36.8	43.2	39.6	54.4	54.4	54.4
15-20	Colored	16.5	15.4	16.1	69.6	68.9	67.0	27.5	59.6	33.6	62.1	63.8	62.7
	White	3.2	2.6	2.9	18.3	16.2	17.2	6.9	8.1	7.5	7.7	6.7	7.2
	Surplus of colored.	13.3	12.8	13.2	51.3	50.7	50.8	20.6	51.5	26.1	54.4	56.6	55.5

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

NEW ENGLAND STATES—MAINE.

There was here an evident improvement in school-houses, 180 more being reported in good condition. The valuation of school property, accordingly, was \$22,934 higher. Expenditures and receipts for public schools were also increased by over \$41,000; teachers received better pay, and 42 more of them were graduates of normal schools, while 4,713 had had some experience. Hence, out of a school population less by 729, there were 149 more brought into the public schools. From some cause, however, probably from the fact that under 20 per cent. of all the teachers were thoroughly fitted for school work, the average attendance did not correspond with the increased enrolment, but fell off 3,615; the average school term was also 2 days shorter. For the first time we learn that, of 483 towns reported, 437 were well supplied with text books, that 384 had uniformity in

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these, and that 37 schools had globes, 1,476 had wall maps, 21 also having charts. The superintendent thinks that on the whole there was a gain in the quality of schools, but that any great improvement is impossible till a township system supersedes the district system generally.

NEW HAMPSHIRE.

There was here a decrease of 1,106 in public school enrolment and of 5,023 in average daily attendance, 730 more youth of school age being out of school, although private schools enrolled 486 more; the average public school term was shortened by more than 8 days; there was a decrease in the estimated value of public school property, in the average pay of teachers, and in the number of these from normal schools. More public schools were taught, however; more of them were graded and high, and more were supplied with maps and globes; 125 more teachers were employed, and 105 more taught for successive terms.

VERMONT.

Enrolment in public schools was 592 less and in private schools 383 more than in 1880, but the average daily attendance on public schools was 1,094 more, an increase of nearly 2 per cent. on the number enrolled. Fewer public schools were taught, the term was a day shorter, and the whole expenditure \$7,033 less. Fewer men and more women were employed, but the average monthly pay of men was \$1.92 greater and that of women 60 cents less. The ungraded district schools, which enroll six-sevenths of the pupils, suffer from a tendency of the population to collect in business centres, thus leaving the rural districts thinly populated and schools generally poorly sustained. Graded schools, however, were more numerous and improved in quality.

MASSACHUSETTS.

The statistics show about 5,000 more children of school age, 18,000 more of all ages in public schools, 19 fewer in average daily attendance, 784 more in average membership, and 378 fewer attending private and academic schools than during 1879-'80. More pupils attended public high schools and more were in average attendance on evening schools, although the enrolment in the latter was slightly less. The number of public schools increased by 431 and the average term by 1 day. The average monthly pay of teachers was increased by \$18 for men and \$7.90 for women, and the whole expenditure for public school purposes by \$619,811. Among other evidences of popular interest in the schools the report notes the amount of money raised for their support, which allowed \$18.47 for every child of legal school age; the large attendance on public schools; the efforts teachers were making to prepare themselves for their work by attendance on normal schools and institutes, and the increase of institutes and similar educational meetings.

RHODE ISLAND.

This State reports an increase of 804 in youth 5 to 15 years of age and of 386 in the enrolment, with a decrease of 120 in the average number belonging and of 279 in average daily attendance; fewer public school buildings by 2, but an increase of \$60,322 in the value of school property; 6 more schools taught, the average term being 2 days longer; 170 more teachers employed in day and evening public schools and 78 more who had been trained in normal schools; an increase of \$5.76 in the average monthly pay of men, a decrease of \$1.10 in that of women, and \$5,737 more expended for public school purposes. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending, while 2,551 attended for less time than the 12 weeks required by law. To the evils inseparable from the district system the board chiefly ascribes these poor results, and recommends that municipalities desiring to do so be allowed to abolish the system; also, that there be a more effective compulsory attendance law and better local supervision.

CONNECTICUT.

There was here an increase of 3,510 in youth 4 to 16 years of age, but the enrolment in public schools and in schools of all kinds decreased, and more children of school age by 3,980 did not attend any school. Still, more public schools were taught, the expenditure for them was \$68,316 greater, and the average term was a little longer. Six more schools were graded; and, although 4 fewer houses were built, 10 more were reported in good or fair condition. The decrease in attendance shown will not, it is claimed, justify the inference that education was considered less important than heretofore. It is thought that the attendance on private schools was greater than the number given, these schools not being required by law to report to the school authorities. The decrease in public school enrolment is explained by the facts (1) that increased business prosperity caused more youth of school age to be withdrawn for work and (2) that a larger number than usual of children under 5 were excluded. Almost all the youth 8 to 14 were, it is believed, in attendance on some school for a portion of the year.

MIDDLE ATLANTIC STATES—NEW YORK.

With an increase of nearly 21,000 in the number of youth 5 to 21 years of age, there was a decrease of over 10,000 in public school enrolment and of over 13,000 in average daily attendance, private school attendance having also decreased slightly. This decline in school attendance is ascribed by the superintendent to the business activity of the year, which led many of the youth over 14 to leave school for work. He thinks the schools increased in efficiency in greater proportion than the attendance fell off, and that the results attained justified the expenditure, which was \$511,026 greater than the previous year. There were 205 more pupils in academies, 191 more in normal schools, 2,610 more in colleges, 490 more in medical schools, and 50 fewer in law schools, the total loss in attendance on all classes being 7,123. The figures show a smaller number of public school-houses, but a greater estimated value of school property; 28,498 fewer volumes in district school libraries; an average school term 1 day shorter; fewer men and more women teaching, but a slight increase in their average pay; 27 more teachers licensed through normal schools, 188 more by local officers, and 119 fewer by the State superintendent.

NEW JERSEY.

For the first time in many years there appear evidences of decline in school work. With an increase of 4,946 in the number of youth 5 to 18 years of age, there was a decrease of 1,419 in the number attending public schools (with 126 more in private or church schools), the average daily attendance on public schools being 5,142 less and the number not in any school 5,995 greater. The average public school term was 2 days shorter and the average pay of teachers decreased, as did also the number of men teaching, their places being filled by women. There were, however, more certificates of a higher and fewer of a lower grade issued to teachers, and more evening schools were taught, their terms being a little longer and the attendance greater.

PENNSYLVANIA.

With about a million and a half of youth of school age, there were 931,749 enrolled in public and 26,710 in private schools, a decrease for the year of 5,561 in public and of 842 in private schools. The number of public graded schools increased, as did the expenditure for public schools and the value of school property. Throughout the State, exclusive of Philadelphia, which does not report on these points, drawing was taught in 663 more public schools and the higher branches in 82 more. There were more first class public school-houses and more with suitable furniture; fewer were reported badly ventilated, but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over five years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.

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DELAWARE.

Here the statistics show an increase during the year of 1,826 in school population and of 1,299 pupils enrolled in free schools. The average pay of teachers in schools for whites was slightly increased, as also was the number of schools taught, although the average term was 5 days shorter. Attendance on colored schools diminished by 226, while the number of that race within the school age was 198 greater. In 1881, for the first time the State recognized its obligation to aid in the education of the colored people by making an appropriation of \$2,400 from the treasury for their schools.

MARYLAND.

This State reports a decrease of 3,522 in the whole public school enrolment and of 6,039 in average daily attendance; of 3,293 in the enrolment of colored pupils and of 1,167 in their average attendance; of 5 schools taught, but \$60,214 more expended on them. A severe winter and unusual sickness are said to account in part for this falling off; but the main difficulty in the way of improvement is the inadequacy of school revenues. The Census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. In order to drive this army of illiterates from the field more money is necessary, and, as the superintendent says, "The people of Maryland, however willing, do not feel able to increase their taxes."

VIRGINIA.

With only 858 more youth of school age reported, there was an increase of 18,310 in public school enrolment and of 6,083 in average daily attendance, a very fair proportion of this advance being in attendance of colored pupils. More pupils studied the higher branches, more were supplied with free text books, more schools were taught, more were graded, the average school term was $4\frac{1}{2}$ days longer, and \$154,130 more were expended on schools. There were 69 more school-houses built than in 1880, and 288 more were owned by districts, the value of school property having increased by \$21,788. Great benefit to the schools had resulted from the improvement of teachers in methods of instruction, due to their attendance on normal institutes, held by means of aid received from the Peabody fund.

SOUTH ATLANTIC STATES — NORTH CAROLINA.

An increase appears of 2,010 in the number of white youth 6 to 21, and of 6,738 in that of colored youth, with 3,830 more white and 11,280 more colored enrolled in public schools, the whole increased enrolment of both races being 15,110, against an increase of only 8,748 in youth of school age. There were \$56,777 more expended during the year for public schools, but the State school fund decreased by \$100,000. A want of uniformity in statistics for the two years in respect to average attendance and some other points renders of little value any comparison which might be instituted. The figures show a decrease in average attendance of 4,982 for both races, but a full report was not made for either of the two years. Much was done to improve the teaching force by a number of normal schools, more or less permanent in character, established by religious associations in other States.

SOUTH CAROLINA.

The statistics show an increase of 120 white and a decrease of 734 colored pupils enrolled in public schools, the average attendance of neither race being reported; 84 more public schools taught, at an added cost of \$21,006, the average term for the State being $3\frac{1}{2}$ days longer; 190 more school-houses and 91 more owned by districts, school property being valued at \$84,272 more than the preceding year; a slight increase in the average monthly payment of teachers; and a decrease of 22 in the number of white teachers, with an increase of 100 in that of colored employed. The decrease in attendance of colored

pupils was due in some cases to the unusually severe winter weather and in others to the use of school funds for the improvement and erection of school-houses, leaving little for tuition. The superintendent says there are evidences of progress which cannot be expressed in figures. Among them are mentioned the holding of two State normal institutes, one for white and one for colored teachers, which, besides their other good results, aroused a deeper popular interest in the schools. Educational questions, he says, are now more often discussed in the newspapers, in public meetings, and in general conversation; there was increased efficiency in educational officers; the school fund was better administered; and popular prejudice against free public schools was diminishing.

GEORGIA.

With 461,016 youth 6 to 18 years of age in 1880, there were 244,197 pupils enrolled in public schools in 1881. There was an increase of 3,022 in white pupils and of 4,642 in colored, the whole increased enrolment being 7,664, with 4,718 more in average daily attendance. There were, however, 1,662 fewer pupils reported in elementary private schools, 1,211 fewer in academic and 2,245 fewer in collegiate institutions. The number of public schools increased by 139, and the money raised for their support by \$27,504.

FLORIDA.

In the absence of statistics for 1880-'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has not been able to obtain statistics later than for 1879-'80. There was at that time a public school enrolment of 39,315 pupils out of 74,213 youth 4 to 21 years of age—nearly 53 per cent.—with an average daily attendance of 27,046.

GULF STATES—ALABAMA.

The public schools received in 1880-'81 \$9,466 more for their support than in the previous year and had \$35,225 more spent on them; they also had a larger force of teachers at higher average pay; yet the figures which indicate results are almost wholly on the losing side, enrolment having diminished by 3,201 (though the United States Census shows a much larger number of school age to draw from) and average daily attendance on school exercises declining by 2,662. In elementary studies, such as spelling, reading, and writing, there were from 1,782 to 13,476 fewer pupils, and only in the more popular ones of geography and arithmetic an increase; in the former, of 42; in the latter, of 3,653. No explanation is presented in the State report of these temporarily disappointing results in what certainly appears to be a much improved school system.

MISSISSIPPI.

In this State the results presented are greatly more encouraging. With \$22,683 less raised for public schools and \$72,947 less spent on them and with a smaller school population by 6,726 to draw from for filling them, there were yet 634 more pupils on the rolls, 9,680 more in average belonging, and 3,303 more in average daily attendance. Considering the low estate and poor condition of the great body of the colored people, the number of their children put into the schools and going to make up this large increase in attendance is very remarkable.

LOUISIANA.

With 16,121 more youth of age for public school instruction, with 195 more public schools to receive these, and with an increase of \$29,626 in expenditure for support of the State schools, giving an average pay of \$4 more a month for teachers, there were yet 6,070 fewer pupils brought under instruction in the State system. Lack of such teachers as

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longer terms of school and consequently better annual pay would bring into the service; lack of good school-houses, with the needful appliances for comfort; and lack of efficient local supervision, which can only be obtained through more remunerative salaries than are now given to the few existing parish superintendents, are among the reasons indicated in the State report for this disappointing educational condition.

TEXAS.

The original returns for 1880-'81 having been consumed by a fire in the State office and duplicates of these having been in many cases unattainable, the statistics of only 109 counties against 132 in the preceding year appear in the State report. Any fair comparison of year with year cannot, of course, be made in such circumstances. The figures, as presented, appear to indicate retrogression at every point; but the secretary of the State board of education, whose opportunities for knowledge of all the facts were of the best, declares that there was large increase in the number of the public schools maintained, and also of the pupils in them. He admits, however, that the system is defective, and that there can be no approach to perfection in the working of it till there is more effective supervision, with better teachers, longer school terms, and permission to lay general local taxes to supplement State school funds.

SOUTHERN CENTRAL STATES—ARKANSAS.

Here we find an increase for the year of 27,772 pupils enrolled in the public schools, while only 25,294 more youth 6 to 21 were reported in the State; a corresponding increase in teachers and school-houses, school property valued at \$84,517 more; and \$150,356 more applied to public school purposes.

KANSAS.

The statistics from this State show progress at almost all points. With an increased enumeration of 7,532 youth 5 to 21, there were 17,600 more pupils enrolled in public schools and 2,109 more in daily average attendance. More school districts reported and more had uniform text books; public school-houses increased in number and school property in value; the average term was 10 days longer and the public school expenditure was \$158,010 more. The average monthly pay of teachers, however, decreased by \$2.26 for men and \$2.21 for women.

MISSOURI.

Missouri reports 741,632 youth 6 to 20 years of age and 488,091, or nearly 66 per cent., enrolled in public schools, an increase for the year of 11,715 in the number enrolled. There were 172 more schools for whites taught and 9 more for colored; 17,807 more sittings were provided, the value of school property increasing by \$168,294 and the whole amount expended for school purposes by \$316,561.

KENTUCKY.

With 483,404 white youth 6 to 20 years of age in the State there were 238,440, or not quite 50 per cent., enrolled in public schools, and only 149,226 in average daily attendance, a decrease of 6,918 enrolled and 8,992 in average attendance, with an increase of 4,807 in youth of school age. The colored school population (6 to 16) numbered 70,234, but the enrolment of these is not reported. Fifty-three more districts sustained schools for white and 21 more schools for colored children; 29 more school-houses for whites were reported, the value of their school property increasing by \$166,697 and the whole expenditure for public schools by \$381,124.

TENNESSEE.

The statistics here show 545,875 youth 6 to 21, 283,468 enrolled in public schools, and 180,509 in average daily attendance, an increase for the year of 1,013 in school popula-

has, with a decrease of 6,673 in public school enrolment and of 10,952 in average daily attendance. The number of pupils attending private schools also decreased, leaving 12,687 fewer pupils in both classes of schools. An increase of 6,915 appears in the number of colored youth enrolled in public schools, but even with this there was not quite 49 per cent. of the school population in attendance. The decrease of 13,588 white pupils enrolled left about 53 per cent. in the schools. More public schools were taught, also more private and more consolidated schools (the last being a union of the first two); the average public school term was 2 days longer, but the whole expenditure was \$6,853 less, although 926 more teachers were employed and their average pay was only 7 cents a month less. The number of school-houses was 2 more than the previous year, but the estimated value of school property was \$198,282 less, although considerable improvement is reported in school-houses, more than 500 old structures giving place to new ones and many being supplied with better furniture. Such inconsistent statistics are doubtless the result of imperfect reports, 3 counties having failed to report at all in 1880, and 6 in 1881. Possibly, too, some of the serious retrogression above noted may be due to the same cause, since encouraging reports are given of the condition of the schools by the State superintendent and the popular sentiment regarding them is said to be improving.

WEST VIRGINIA.

The report from this State shows encouraging educational progress: improvement in methods of instruction; a demand for better teachers; an increased interest of parents in the schools; improved school buildings, with better furniture and apparatus; an increased number of county educational meetings held; and provision made by the legislature for the free education of 18 colored normal students at Storer College, Harper's Ferry. There was an increase of 2,353 pupils enrolled in public schools against 3,078 more youth 6 to 21. The increased enrolment of white pupils was nearly equal to the increase in white school population; but the enrolment of colored pupils fell off, while the number of school age increased. Indeed, not quite 48 per cent. of the colored youth of school age attended public schools for any part of the year; and the per cent. of whites attending was only 69. The decrease in average daily attendance was not large, and was about the same for both races, though proportionately much greater for the colored. More public schools were taught and \$44,386 more were expended for school purposes, but the average pay of teachers decreased and the average term of schools was 9 days shorter. More school buildings were reported and the valuation of school property was \$82,609 greater.

NORTHERN CENTRAL STATES—OHIO.

Ohio reports 1,063,337 youth 6 to 21 years of age, 744,758 enrolled in public schools, and 468,141 in average daily attendance, with 30,362 in private schools, or nearly 73 per cent. of the school population under instruction during some portion of the year. The statistics show an increase during the year of 17,112 in school population, with a decrease of 2,380 enrolled in public schools and an increase of 1,712 in private schools, leaving a small decrease in the number of pupils under instruction in both classes of schools, with a largely increased number to be educated. There was also a decrease of 4128 in the average daily attendance on public schools. But it must be remembered, in dealing with the statistics of this State, that for some time past each alternate year has been one of depression. The public school enrolment increased largely during 1875-'76, 1877-'78, and 1879-'80, falling off in every intervening year. Comparing the statistics of 1879 and 1881, we find, indeed, about 20,000 more youth to be educated in 1881, with only 10,000 more enrolled in public schools and 8,000 more in average daily attendance, but the per cent. of attendance on enrolment, counting public and private school pupils, was about the same. It appears, too, that, notwithstanding the decrease reported for 1881 in public-school enrolment and average attendance, there were 92 more

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school-houses, having 134 more rooms occupied, school property increasing \$252,264 in value; 286 more teachers were employed, though at reduced pay; \$429,173 more were expended for school purposes, and the average term was 5 days longer.

INDIANA.

Although the annual enumeration showed 10,785 more youth to be instructed in 1880-'81 and although 217 more districts reported schools for such instruction as having been taught in that year, the fine record of the previous year was not maintained. Enrolment in the public schools fell off by 7,428 and average daily attendance on them by 15,358. Even with this falling off the enrolment was about 70.5 per cent. of the youth of school age and the average attendance about 60.7 per cent. of the number enrolled, which would be thought in most States very fair. The private schools in public buildings, which are here allowed by the school law in the intervals of public sessions, were 101 more and enrolled 1,702 more pupils, bringing up a little higher the percentage of all under instruction; while graded schools, with their superior training, though less numerous by 22 in districts, were more so by 125 in townships, giving an absolute increase of 103, making the general average of the public teaching better. The new school-houses, with their greater comforts and advantages, were also 56 more than in the previous year, school property thus rating \$206,225 higher. Receipts and expenditures for public schools showed an increase of \$77,456 in the former and of \$36,904 in the latter.

ILLINOIS.

In this State, as in Indiana, the year's record was a fair one, but inferior to that of the preceding year. Instead of a public school enrolment that included more than the whole increase in youth of school age and an additional average attendance more than double this large increase of enrolment, there was a decline of 2,414 in one and of 5,780 in the other, attendance on private and church schools also diminishing. Still, here also the enrolment, thus diminished, took in 70 per cent. of the school youth of the State (75.9 per cent., if private and church schools are included), and the average attendance was about 60.7 per cent. of the enrolment. The public schools, too, gained on the private, the latter reported being 34 less, the graded schools in the public system 30 more, with 42 more houses for public schools and an increase of \$1,080,744 in school property as valued. Then receipts for public schools were greater, expenditures for them \$326,472 more, and the average pay of teachers of both sexes considerably better than for two preceding years.

MICHIGAN.

Michigan, with more than 518,000 youth of school age (5 to 20), had 371,743 attending public and 19,788 attending private schools, or over 71 per cent. of the school population enrolled in public schools and over 75 per cent. in both classes, an increase for the year of 12,073 in school population and of 9,187 in public school enrolment, with 934 more in private schools. There were 175 more public school-houses, with 8,595 more sittings, school property being valued at \$406,857 more, and 17,891 more volumes were reported in public school libraries. There was an increase in the number of teachers employed and in the number attending State institutes. The permanent school fund was \$159,241 more and \$307,683 more were expended on public schools, although the average pay of teachers decreased slightly; the average term of schools was 4 days longer.

WISCONSIN.

Wisconsin reports over 300,000 pupils in public and 26,252 in private schools out of 491,358 youth 4 to 20 years of age. Counting 4,724 who attended State normal schools and academies gives us over 67 per cent. of the school population attending. There were also 2,971 students in collegiate and theological schools (an increase for the year of

84), besides 1,938 under instruction in benevolent institutions. Comparing these statistics with those of the previous year we find 8,129 more youth of school age, but only 665 more enrolled in public schools, while the average daily attendance decreased by 6,632. There were more pupils in private schools, however, by 314. There were fewer public schools taught by 141, but more of these were graded and high, and the average term was over 13 days longer; the expenditure for public schools was \$48,331 more; the amount of public school fund increased by \$42,370, and the normal school fund by \$27,793, while there were smaller advances in the university and agricultural college funds. The superintendent finds in the above, and in other facts, evidence of a steady and healthful advancement. He reports greater harmony and zeal in the management and teaching of the schools; more apparent willingness to remedy defects in the system; a slight growth of sentiment favorable to the employment of better teachers for longer terms; a wider dissemination of information in respect to hygienic laws in their application to school-houses, grounds, and the care of children while in school; and a marked progress in methods of instruction in the country schools, through the adoption of a graded course of study.

MINNESOTA.

Owing to the death of State Superintendent Burt before completing his report for 1900-'31, full statistics for that year cannot be obtained. The return sent by his successor shows a decrease of 2,970 in public school pupils enrolled and of \$239,622 expended for them, but an increase of 6 days in the average school term, of 356 in the number of teachers (who received a slight advance in pay), of \$559,559 in the estimated value of public school property, and of \$385,748 in the State school fund.

IOWA.

With 594,730 youth 5 to 21 years of age, there were 431,513, or over 72 per cent., enrolled in public schools and more than 15,000 attending private schools, which raised the percentage of pupils under instruction to 75. There was an increase for the year of 8,174 in youth of school age, which was nearly met by an increased enrolment of 5,456 in public and of 2,374 in private schools, but the average attendance on public schools decreased by 5,748. More school-houses were reported, at an increased valuation of \$290,250; more teachers were employed, their average monthly pay was slightly advanced, and the permanent school fund was increased by \$62,713.

NEBRASKA.

Here the public schools enrolled 100,776 out of 152,824 youth 5 to 21, or about 66 per cent., but only 65,504 were in average daily attendance. The number of pupils in private or church schools was not reported. A comparison of these figures with those of the previous year shows an advance in nearly all respects. There were 10,476 more youth of school age, 8,227 more enrolled in public schools, and 5,348 more in average daily attendance. With an increase of 269 in school districts there were 517 more having school 6 months and over, while fewer reported no schools and the average term for the State was a day longer. More teachers were employed, at a slight advance in average pay; \$27,108 more were expended for public school purposes and the permanent State school fund increased by \$1,803,348.

COLORADO.

In this State, out of 40,804 youth 6 to 21 years of age, 26,000, or 63 per cent., were enrolled in public schools, 14,649 being in average daily attendance. The number attending private and church schools was not reported. An advance for the year appears of 1,381 in pupils enrolled and of 2,031 in average daily attendance, with 5,238 more of

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school age, which was met by an addition of 5,977 sittings for pupils in 22 school buildings, 112 more teachers, and \$161,624 more expended on the schools. There were 1,395 more volumes in the school libraries, the valuation of school property was \$294,803 more, and the average monthly pay of teachers in ungraded schools advanced considerably, men receiving \$10.84 and women \$6.56 more, while men teaching graded schools were paid \$1.58 more, but women \$1.52 less.

STATES ON THE PACIFIC SLOPE—NEVADA.

The decay of mining interests still shows its effect on the population and the schools, 22 fewer districts making report of schools and the number reported being 29 below that reported in 1879-'80, the reported value of school property going down also \$15,061; teachers 21 fewer, with smaller salaries; youth of school age reported, 59 less; the average length of term was 2.4 days less; enrolment in public schools 716 less, with a corresponding diminution in the private schools. Yet, with all this falling off, the average attendance in public schools increased a little; 20 more schools were sustained without rate bills; receipts for public schools were \$4,079 greater, and the growth of the State school fund was \$149,000.

CALIFORNIA.

In this State there are clear signs of educational advance in the State school system, as is learned from the report of the superintendent, received since the abstract (page 13) was prepared. Although the census takers reported 4,741 fewer youth of age for free instruction, 985 more of that age were brought into the public schools, while, including those under and over the school age, 5,090 more pupils were enrolled. In average daily attendance, too, 4,575 more were reported. Per contra, youth in private schools fell off 1,055. To meet the considerable additional number of public school pupils there were 149 more public schools, 46 more of the districts reporting good school accommodations and 30 more good furniture. Of the 142 more teachers, also, 95 were graduates of normal schools. Enrolment, average belonging, average attendance, all were largely in excess of like items in any former year, while the per cent. of non-attendance was less than for seven preceding years.

OREGON.

School districts were more numerous by 30 and 28 more reported their statistics. These showed the existence of 87 more school-houses, adding \$89,606 to the value of school property; showed a school population of 2,026 more to be instructed; showed funds for such instruction \$20,139 greater; showed that 12 more first grade certificates had been issued to teachers and 80 more second grade; but yet showed also that 3,035 fewer pupils were enrolled in the public schools and that 2,239 fewer had been in average daily attendance; this, too, though private schools, which increased by 44, had gathered in 612 additional pupils. The only gain exhibited in attendance on the public system was in the districts with graded schools, and as these are almost wholly in the towns and cities the considerable decrease indicated must have been in the comparatively poor and unattractive country schools.

THE TERRITORIES—ALASKA.

The accounts show increase of educational facilities, of school attendance, and of improvement from these in this yet unorganized vast territory. New buildings for school and teachers were erected among the Chilkats, Hoonyahs, and Hydahs at large expense and with great labor, owing to the immense distances of these tribes from each other and from the sources of supply. Attendance appears to have increased from about 250 to nearly 500, with an average of at least half this, while in one instance a school of much promise was formed substantially by a set of Indian boys, who voluntarily withdrew from the degradation of bad native homes to secure themselves an education, even a

the expense of daily labor for their own support while getting it. All this is from a report of the active Presbyterian agent in the field; the Methodists, who are said to be entering it, not having yet sent any report of work, and none having come from the Alaska Company's schools on the Seal Islands.

ARIZONA.

Although the report of the territorial superintendent indicates that the school returns here are incomplete, falling far short of showing the actual educational condition, it is evident from even these returns that public schools had increased in number, 148 being reported against 101 "rooms for study" reported in 1879-'80, while school property was rated \$8,244 higher. Receipts and expenditures for schools, however, were less by several thousand dollars, as presented, and the enrolment reported was 368 less than that of the preceding year, perhaps because there were 9 private or church schools, not previously reported, working as rivals of the public schools.

DAKOTA.

Reports from this great Territory are defective, from the fact that important towns and cities have charters which release them from obligation to make returns of school affairs and from the further fact that county officers too often do not make them. Still, from the United States Census of 1880 and from reports of the territorial authorities for the latter part of 1891, it may be seen that there was in the latter year an increase of probably at least 11,000 youth of school age, an enrolment in the public schools of so many additional pupils as to more than cover this large increase, a provision of over 500 more schools for those enrolled, with a corresponding addition to the teaching force, while the receipts for schools, by the reported figures, exceeded by \$108,000 the highest estimate of those of 1880, and, in the opinion of the superintendent of instruction, exceeded them by about a quarter of a million.

DISTRICT OF COLUMBIA.¹

Of the school population shown here by the United States Census of 1880 there were 62.7 per cent. enrolled in public schools in 1880-'81, and, of those enrolled, 75.9 per cent. were in average daily attendance, the colored pupils especially distinguishing themselves in respect to this attendance. Receipts for all school purposes were \$78,687 greater than in the previous year and expenditures \$88,745 greater; school property, through the addition of new buildings and repair of old ones, rose in value \$120,533. There was an increase of 27 teachers, and every new teacher appointed in the primary grades has received normal training.

IDAHO.

The most important county here not reporting its educational statistics and those from some other counties being too uncertain to form a basis for definite conclusions, it is diffi-

¹There is a natural desire in the District of Columbia and abroad in the country that education of the people at the capital of the nation should be in all respects a model for the study of the rest of the country and for the observation of foreigners. Great advances have been made in the last eleven years, but much remains to be accomplished. The system should be complete; certainly a school for the reform of girls and special schools to give instruction in various industries and school-houses embodying the best results of pedagogical study and sufficient to accommodate all the children should be erected. No one can observe the large number of wayward or neglected children in the streets without acknowledging the necessity of providing for their care and instruction, and perhaps ample authority may be found in an old act passed by the city government providing for the taking out of poor orphan children and the children of drunkards, vagrants, and paupers, passed October 31, 1820. The child or children of drunkards, vagrants, or paupers who appear to be bringing up their children in ignorance and vice, sloth, and idleness, or who suffer them to be begging or holding horses for hire at public places, may be taken in charge by the trustee or justice of the peace, and, if a male child, may be bound out until he shall have arrived at the age of 21 years, and, if a female, till she shall have arrived at the age of 16 years.

cult to determine whether there was in 1880-'81 an educational advance or not. The territorial superintendent, however, thinks there has been "substantial progress."

INDIAN TERRITORY.

Under this head all education of the Indians, except in Alaska, has been included. Among the 5 great tribes in the Indian Territory proper, the reports respecting youth of school age were defective; among other tribes throughout the United States, there was an increase of 4,382 in such youth. Still, in the former there were 85 more presented as under instruction against 869 more among the latter; while average attendance on the schools taught appears from the figures to have been wonderfully good for children and youth in such unfavorable circumstances. The training of selected Indian youth, with the consent of their parents, away from the hindering influences of savage life and amidst the surroundings of civilization, continued through the year with such encouraging success as to draw forth from high authorities strong words of commendation and to lead to a resolution to extend the system.

MONTANA.

With about 10,000 youth of school age here, there were 5,112 pupils reported in the territorial public schools and 2,800 in average attendance. For a Territory of immens extent and with a population greatly scattered this is a fair showing, quite up to that of several States long and well settled and beyond that of some States. Within the two years presented there was considerable advance in youth to be educated, in attendance upon schools, in teachers employed, and in their qualifications.

NEW MEXICO.

In the absence of territorial reports on education the United States Census of 1880 affords the latest information. This shows that with 29,255 youth of school age (7-18) there were 4,755 under instruction in the nominally public schools and 3,150 in average daily attendance. If these figures look discouraging, they yet indicate a far better state of things than in 1870, when, with an approximate number of children of school age only 1,798 were reported as in school. In a population separated from the prosperous States and scattered thinly over a vast area, where the older residents are averse to untarian public schools and Spanish and Indian languages largely prevail, the schools have not prospered; but, as important railroads are pushing through the Territory and bringing in a better people eager for all advantages, another census must show figures very different from those above.

UTAH.

With 42,353 youth 6 to 18, the Territory of Utah reports 26,772 attending public schools. Public school enrolment increased 2,446 during the year and average daily attendance 1,504, the increase in school population being only 1,681. More schools were taught and more teachers employed; the average public school term was 12 days longer and \$67,070 more were expended on public schools. Improvement in the qualification of teachers and in the style and quality of school-houses is also reported.

WASHINGTON TERRITORY.

This Territory reports 23,899 youth 4 to 21 years of age; 14,754, or a little over 60 per cent., enrolled in public schools; and 11,275 in average daily attendance. There were 729 more pupils in average attendance than the year before, with a slight decrease in the number enrolled and 2,750 fewer of school age. Fewer public school-houses were reported and fewer teachers, but there was an increase in the average pay of teachers and in the amount of public school income.

WYOMING.

It appears from the report of the governor to the legislature that public schools continued to prosper and new ones were opened, liberal sums were expended in building and repairing school-houses, and efforts were made to secure better teachers. The statistics show an enrolment of 2,544 pupils in public schools, a decrease for the year of 363. The number of school age is not given for 1880-'81, but for 1879-'80 it was 4,112.

COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in 1881.

States.	White.			Colored.			Total expenditure for both races, a
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama	b214,152	107,338	50	b208,587	68,951	33	\$410,690
Arkansas	c199,109	d74,384	37	c65,206	d24,360	37	388,412
Delaware	33,133	26,578	80	4,152	2,544	61	e207,281
Florida	ee46,410	ee18,871	ee41	ee42,099	ee20,444	ee49	e114,895
Georgia	b229,872	153,156	67	b231,144	91,041	39	498,533
Kentucky	f483,404	238,440	49	f70,234	e20,223	29	1,248,524
Louisiana	b129,224	38,870	30	b142,190	23,500	17	441,484
Maryland	b245,009	133,981	55	b74,192	24,923	34	1,004,580
Mississippi	180,530	111,655	62	239,433	125,633	52	757,758
Missouri	e681,905	e454,218	e67	e41,489	e22,158	e53	e3,132,178
North Carolina	293,780	140,311	48	174,292	100,405	58	409,659
South Carolina	b94,450	61,339	65	b167,829	72,119	43	345,634
Tennessee	402,580	215,702	54	143,295	67,766	47	638,009
Texas	eg171,426	e138,912	e81	eg62,015	e47,874	e77	e753,346
Virginia	e314,827	163,087	51	e240,980	76,959	32	1,100,239
West Virginia	305,087	141,319	69	8,104	3,884	48	761,250
District of Columbia	b29,612	17,716	60	b13,946	9,583	69	527,312
Total	3,054,600	2,234,877	.....	1,929,187	802,372	.....	13,359,784

a In Delaware, in addition to the school tax collected from colored citizens, which has heretofore been the only State appropriation for the support of colored schools, the legislature now appropriates annually \$2,400 from the State treasury for educating the colored children of the State; in Kentucky, in 1881, the school tax collected from colored citizens was the only money coming from the State for the support of their schools—there was, however, in this year a growth in the movement to give to colored children of school age equal advantages with the white children in the common school fund of the State; in Maryland there is a biennial appropriation; in the District of Columbia one-third of the school funds is set apart for colored public schools; in South Carolina the school moneys are distributed in proportion to the average attendance without regard to race; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

b United States Census of 1880.

c Several counties failed to make race distinctions.

d Estimated.

e In 1880.

f For whites, the school age is 6-20; for colored, 6-16.

g These numbers include some duplicates; the actual school population is 230,527.

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Statistics of institutions for the instruction of the colored race for 1881.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute.....	Huntsville, Ala.....	Meth.....	2	111
State Normal School for Colored Teachers.....	Huntsville, Ala.....		3	134
Lincoln Normal University.....	Marion, Ala.....		5	222
Emerson Institute.....	Mobile, Ala.....	Cong.....	8	350
Alabama Baptist Normal and Theological School.....	Selma, Ala.....	Bapt.....	6	126
Normal department of Talladega College.....	Talladega, Ala.....	Cong.....	8	48
Tuskegee Normal School.....	Tuskegee, Ala.....		4	112
Southland College and Normal Institute.....	Helena, Ark.....		8	311
State Normal School for Colored Students.....	Pine Bluff, Ark.....		4	123
Normal department of Atlanta University.....	Atlanta, Ga.....	Cong.....		a224
Haven Normal School.....	Waynesboro', Ga.....	Moth.....	a2	a200
Normal department of Berea College.....	Berea, Ky.....	Cong.....	7	148
Normal department of Straight University.....	New Orleans, La.....	Cong.....	4	61
Peabody Normal School.....	New Orleans, La.....			
Baltimore Normal School for Colored Teachers...	Baltimore, Md.....		6	143
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	b4	96
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	4	94
Tougaloo University.....	Tougaloo, Miss.....	Cong.....	8	247
Lincoln Institute.....	Jefferson, Mo.....		a4	a97
State Normal School for Colored Students.....	Payetteville, N. C.....		3	104
Whitin Normal School.....	Lumberton, N. C.....		1	8
New Berne State Normal School.....	New Berne, N. C.....		3	6
St. Augustine's Normal School.....	Raleigh, N. C.....	P. E.....		
Shaw University.....	Raleigh, N. C.....	Bapt.....	b9	21
Normal School.....	Wilmington, N. C.....	Cong.....	6	23
Institute for Colored Youth.....	Philadelphia, Pa.....	Friends.....		a29
Avery Normal Institute.....	Charleston, S. C.....	Cong.....	10	45
Normal department of Brainerd Institute.....	Chester, S. C.....	Presb.....	3	4
Normal School of Claflin University.....	Orangeburg, S. C.....	M. E.....	4	12
Fairfield Normal Institute.....	Winnsboro', S. C.....	Presb.....	4	84
The Warner Institute.....	Jonesboro', Tenn.....	Friends.....	6	10
Knoxville College.....	Knoxville, Tenn.....	Presb.....	7	11
Freedmen's Normal Institute.....	Maryville, Tenn.....	Friends.....	6	21
Le Moyne Normal Institute.....	Memphis, Tenn.....	Cong.....	8	21
Morristown Seminary.....	Morristown, Tenn.....		2	1
Central Tennessee College, normal department...	Nashville, Tenn.....	M. E.....	4	1
Nashville Normal and Theological Institute.....	Nashville, Tenn.....	Bapt.....	b9	1
Normal department of Fisk University.....	Nashville, Tenn.....	Cong.....	a6	a1
Tillotson Collegiate and Normal Institute.....	Austin, Tex.....	Cong.....	4	2
State Normal School of Texas for Colored Students.	Prairie View, Tex.....		a3	a
Hampton Normal and Agricultural Institute c.....	Hampton, Va.....	Cong.....	b48	b3
St. Stephen's Normal School.....	Petersburg, Va.....	P. E.....	7	1
Richmond Normal School.....	Richmond, Va.....		3	
Storer College.....	Harper's Ferry, W. Va.....		8	1
Miner Normal School.....	Washington, D. C.....		4	
Normal department of Howard University.....	Washington, D. C.....	Non-sect.....	3	
Normal department of Wayland Seminary.....	Washington, D. C.....	Bapt.....	5	a1
Total.....			258	7, 4

a In 1880.

b For all departments.

c In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

d 39 of these are also in the theological department.

Statistics of institutions for the instruction of the colored race for 1881—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Missy Normal School.....	Athens, Ala.....	Non-sect.....	2	216
Loverly's Industrial Academy.....	Huntsville, Ala.....			
Taladega College.....	Taladega, Ala.....	Cong.....	7	142
Valden Seminary.....	Little Rock, Ark.....	M. E.....	a2	a60
Cookman Institute.....	Jacksonville, Fla.....	M. E.....	6	162
Fonda Institute.....	Live Oak, Fla.....	Bapt.....	3	111
Atlanta Baptist Seminary.....	Atlanta, Ga.....	Bapt.....	5	110
Storn School.....	Atlanta, Ga.....	Cong.....	6	350
Howard Normal Institute.....	Cuthbert, Ga.....	Cong.....		
La Grange Seminary.....	La Grange, Ga.....	M. E.....	2	70
Leola High School.....	Macon, Ga.....	Cong.....	4	170
South Institute.....	Savannah, Ga.....	Cong.....	5	265
La Têche Seminary.....	La Têche, La.....	M. E.....	6	215
Northern University b.....	New Orleans, La.....			
St. Francis' Academy.....	Baltimore, Md.....	R. C.....		60
Meridian Academy.....	Meridian, Miss.....	M. E.....	2	100
Wata Seminary.....	Concord, N. C.....	Presb.....	a7	a181
Samuel Seminary.....	Greensboro', N. C.....	M. E.....	4	148
Washington School.....	Raleigh, N. C.....	Cong.....		
Many Enterprise Academy.....	Albany, Ohio.....	Non-sect.....	3	61
Mechanic and Industrial Institute.....	Bluffton, S. C.....	Presb.....	7	265
Willingford Academy.....	Charleston, S. C.....	Presb.....	7	543
Richard Institute.....	Chester, S. C.....	Presb.....	a5	a606
Harriet Institute.....	Columbia, S. C.....	Bapt.....	6	232
Greener Normal School.....	Greenwood, S. C.....	Cong.....	a1	a75
Dean School.....	St. Helena, S. C.....	Non-sect.....	9	230
West Tennessee Seminary.....	Mason, Tenn.....	M. E.....	2	75
West Texas Conference Seminary.....	Austin, Tex.....	M. E.....	a3	a101
Marshall Baptist College.....	Marshall, Tex.....	Bapt.....	5	208
Wiley University.....	Marshall, Tex.....	M. E.....	a3	a216
Model of the Bluestone Mission.....	Abbyville, Va.....	U. Presb.....	4	247
Chase Institute.....	Chase City, Va.....	U. Presb.....	3	210
Richmond Institute.....	Richmond, Va.....	Bapt.....	4	94
Indian University.....	Tablequah, Ind. Ter.....	Bapt.....	3	56
Total.....			126	5,284
UNIVERSITIES AND COLLEGES.				
Atlanta University.....	Atlanta, Ga.....	Cong.....	a12	a46
Clark University.....	Atlanta, Ga.....	M. E.....	a9	a125
Berea College.....	Berea, Ky.....	Cong.....	d13	d290
Howard University.....	New Orleans, La.....	Bapt.....	a25	a148
Morehouse University.....	New Orleans, La.....	M. E.....	5	161
Spaulding University.....	New Orleans, La.....	Cong.....	9	260
More University.....	Holly Springs, Miss.....	M. E.....	6	313
Mississippi Agricultural and Mechanical College.....	Rodney, Miss.....	Non-sect.....	3	135

a In 1880.

b Opened January, 1881, and closed in June of the same year.

c Includes normal students.

d For all departments.

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Statistics of institutions for the instruction of the colored race for 1881—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
UNIVERSITIES AND COLLEGES—Continued.				
Biddle University.....	Charlotte, N. C.....	Presb.....	a8	a14
Shaw University.....	Raleigh, N. C.....	Bapt.....	(b)	c4
Wilberforce University.....	Wilberforce, Ohio.....	M. E.....	8	3
Lincoln University.....	Lincoln University, Pa.....	Presb.....	a13	a16
Clafin University and College of Agriculture.....	Orangeburg, S. C.....	M. E.....	10	16
Central Tennessee College.....	Nashville, Tenn.....	M. E.....	5	2
Fisk University.....	Nashville, Tenn.....	Cong.....	10	7
Hampton Normal and Agricultural Institute.....	Hampton, Va.....	Cong.....	(b)	(b)
Howard University d.....	Washington, D. C.....	Non-sect.....	5	3
Total.....			126	2,20
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School.....	Selma, Ala.....	Bapt.....	1	3
Theological department of Talladega College.....	Talladega, Ala.....	Cong.....	1	1
Institute for the Education of Colored Ministers.....	Tuscaloosa, Ala.....	Presb.....	2	1
Theological department of Clark University.....	Atlanta, Ga.....	M. E.....	(e)	(e)
Theological department of Leland University.....	New Orleans, La.....	Bapt.....	a1	a4
Theological department of New Orleans University.	New Orleans, La.....	M. E.....	2	
Theological department of Straight University.....	New Orleans, La.....	Cong.....	1	1
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	f4	3
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	2	2
Theological department of Biddle University.....	Charlotte, N. C.....	Presb.....	a4	a1
Bennett Seminary.....	Greensboro' N. C.....	M. E.....	a1	a
Theological department of Shaw University.....	Raleigh, N. C.....	Bapt.....	2	4
Theological Seminary of Wilberforce University.....	Wilberforce, Ohio.....	M. E.....	g7	g1
Theological department of Lincoln University.....	Lincoln University, Pa.....	Presb.....	5	1
Benedict Institute.....	Columbia, S. C.....	Bapt.....		4
Baker Theological Institute (Clafin University)...	Orangeburg, S. C.....	M. E.....	g2	g2
Nashville Normal and Theological Institute.....	Nashville, Tenn.....	Bapt.....	f9	7
Theological course in Fisk University.....	Nashville, Tenn.....	Cong.....	a2	a1
Theological department of Central Tennessee College.	Nashville, Tenn.....	M. E.....	4	3
Richmond Institute.....	Richmond, Va.....	Bapt.....	4	7
Theological department of Howard University.....	Washington, D. C.....	Non-sect.....	4	3
Wayland Seminary.....	Washington, D. C.....	Bapt.....	1	3
Total.....			59	60
SCHOOLS OF LAW.				
Law department of Straight University.....	New Orleans, La.....		4	2
Law department of Central Tennessee College.....	Nashville, Tenn.....		5	
Law department of Howard University.....	Washington, D. C.....		3	1
Total.....			12	4

a In 1880.

b Reported with normal schools.

c There are in this university 8 students in a preliminary medical course.

d This institution is open to both races and the figures are known to include some whites.

e Included in university report.

f For all departments.

g In 1879.

EDUCATION OF THE COLORED RACE.

LXXXV

Statistics of institutions for the instruction of the colored race for 1881—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
SCHOOLS OF MEDICINE.				
McHarry Medical Department of Central Tennessee College.	Nashville, Tenn.....		8	35
Medical department of Howard University.....	Washington, D. C.....		10	81
Total.....			18	116
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for Colored Blind and Deaf-Mutes.....	Baltimore, Md.....		4	30
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C.....		ab15	590
Total.....			19	120

a For all departments.

b For the years 1877-'78 and 1878-'79.

Summary of statistics of institutions for the instruction of the colored race for 1881.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	208,587	68,951	7	31	1,103	3	9	358
Arkansas.....	65,206	24,360	2	12	434	1	2	60
Delaware.....	4,152	2,544						
Florida.....	42,099	20,444				2	9	273
Georgia.....	231,144	91,041	2	2	424	6	22	965
Kentucky.....	70,234	20,223	1	7	148			
Louisiana.....	142,190	23,500	2	4	61	2	6	215
Maryland.....	74,192	24,928	2	10	241	1		60
Mississippi.....	239,433	125,633	2	12	341	1	2	100
Missouri.....	41,489	22,158	1	4	97			
South Carolina.....	174,292	100,405	6	22	704	3	11	329
Ohio.....						1	3	61
Pennsylvania.....			1		291			
North Carolina.....	167,829	72,119	4	21	975	6	35	1,656
Tennessee.....	143,295	67,766	8	48	1,405	1	2	75
Texas.....	62,015	47,874	2	7	301	3	11	525
Virginia.....	240,980	76,959	3	58	701	3	11	551
West Virginia.....	8,104	3,884	1	8	170			
District of Columbia.....	13,946	9,683	3	12	225			
Indian Territory.....						1	3	56
Total.....	1,929,187	802,372	47	258	7,621	34	126	5,284

LXXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

- Summary of statistics of institutions for the instruction of the colored race for 1881—Cont'd.

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama				3	4	58			
Georgia	2	21	173	1					
Kentucky	1	13	280						
Louisiana	3	19	599	3	4	66	1	4	
Maryland				1	4	30			
Mississippi	2	14	498	1	2	20			
North Carolina	2	8	189	3	7	55			
Ohio	1	8	35	1	7	16			
Pennsylvania	1	13	161	1	5	14			
South Carolina	1	10	160	2	2	71			
Tennessee	2	15	103	3	15	126	1	5	
Virginia	1			1	4	70			
District of Columbia	1	5	85	2	5	78	1	3	
Total	17	126	2,203	22	59	604	3	12	

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Maryland				1	4	
North Carolina				1	15	
Tennessee	1	8	35			
District of Columbia	1	10	81			
Total	2	18	116	2	19	

Table showing the number of schools for the colored race and enrolment in them by institution without reference to States.

Class of institution.	Schools.	Enrolment.
Public schools	17,248	802,945
Normal schools	47	7,945
Institutions for secondary instruction	34	5,938
Universities and colleges	17	2,203
Schools of theology	22	
Schools of law	3	
Schools of medicine	2	
Schools for the deaf and dumb and the blind	2	
Total	17,375	818,988

α To these should be added 441 schools, having an enrolment of 21,573, in reporting free States making total number of colored public schools 17,689, and total enrolment in them 839,945; it makes the total number of schools, as far as reported, 17,816, and total number of the colored race under instruction in them 839,988. The colored public schools of those States in which no separate reports are made, however, are not included.

The school population of the sixteen States and the District of Columbia comprised in the table on page lxxxi shows an increase over that reported in 1880 of 180,569, distributed as follows: White, 54,639, or an increase of 1.4 per cent.; colored, 125,930, or an increase of 6.9 per cent. The enrolment as compared with that of 1880 shows a total increase of 36,866, viz: White, 19,203, or a little above eight-tenths of 1 per cent.; colored, 17,663, or 2+ per cent. While this gain in colored enrolment indicates a growing interest in the education of the colored people throughout the South and a more vigorous conduct of their school affairs, further examination of the facts reveals a somewhat discouraging view of their school status.

In the States under consideration, with the exception of Delaware, Kentucky, and Maryland, the school funds are distributed without distinction of race; nevertheless the percentage of enrolment is much higher for the white than for the colored population in all but three of the States.

In accounting for this disproportion the prejudices that formerly hindered the colored race in the use of their school privileges must be considered and the excess of the white above the colored population in the majority of southern cities, enrolment being always higher in the cities than in the rural districts. The chief causes, however, of the low percentage of enrolment for the colored race are the meagreness of the school funds and the extreme poverty of the colored people. The first condition affects the whole population, but the white people are able to avert its worst consequences. They supplement their portion of the school fund in various ways, and they are in possession of much school property that was accumulated before the war. The colored people, on the contrary, can contribute very little for school purposes; they have few school-houses and no funds for building. In many sections it is difficult to secure teachers for the colored schools, and in sparsely settled districts almost impossible to collect enough children at one centre to form a school. More school-houses and provision for the conveyance of pupils where population is most scattering are urgently required. In view of the low intellectual and moral status of the colored people, their relation to our prosperity and to our civil institutions, and the responsibility which we must admit with reference to them, it is important that the means available for their improvement should be fully comprehended. In considering the school funds it is not possible to distinguish between the two races, nor need this be done; it is only necessary to bear in mind that wherever the resources are meagre the colored people are the worst sufferers.

The expenditure for schools in the section represented in the table was \$13,359,784, about one-sixth of the total expenditure for all the States and Territories; while the school population of the specified section is very nearly one-fourth of the total school population. It has been asserted that the Southern States do not make such provision for the schools as they might, and unfavorable comparison is drawn between them and northern communities in this respect. It must, however, be remembered that whatever be the potential resources of the Southern States they have much less available wealth than other sections of the country, a fact which meets us at every examination of school finances.

By reference to Table I, Part 2, appendix, p. 325, the amount of school income derived from taxation in the several States will be seen, and, by reference to the abstracts of State reports in the appendix, the rates of taxation may be ascertained. For a full understanding of the conditions it would be necessary to compare these data with the amount of taxable property in each State. Without going into all the details, it may be said in general, from the showing of the census of 1880, that the valuation of real estate and personal property in the recent slave States and the District of Columbia is less than one-fifth the total valuation for all the States and Territories, while the population in the same is more than one-third of the total population. A few specific statements may be added for emphasis. The valuation of personal property and real estate in the section under consideration is \$3,500,390,175 for a population of 18,684,948; the valuation of personal property and real estate in the three States of New York, New Jersey, and

LXXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Pennsylvania is \$4,907,917,383 for a population of 10,496,878. Connecticut, with a State school tax not exceeding \$1.50 per capita of school population and a local tax whose limit is 10 cents on \$100, raises \$1,276,667 for school purposes. The State school tax of Alabama consists of all the polls levied at \$1.50 each and a local tax whose limit is 10 cents on \$100; the amount realized from both is \$250,000. From a State school tax of 10 cents on \$100 and a local tax whose limit is 25 cents on \$100, Nebraska realizes \$786,963. South Carolina, from the polls levied at \$1 each and a local tax not to exceed 20 cents on \$100, realizes \$441,110. Figures taken from a few States cannot be conclusive, but they serve to indicate the sort of examination which should precede positive statements of the comparative ability of the States to support their school systems.

Without doubt popular education has to contend against greater apathy and ignorance in the Southern than in the Northern States; the tax levied is not so readily collected in the South; a local school tax is not always allowed, and where it is allowed is seldom kept up to the limit; but, on the other hand, the common school cause finds in the Southern States some of its most intelligent and earnest advocates. These men have already done much to increase local taxation and to secure the prompt collection and honest use of the tax levied, and they have been as faithful in rousing their own people to exertion as they have been earnest in pressing the educational wants of their section upon the attention of Congress. The spirit and method which they bring to their work are illustrated in the measures taken by Hon. G. J. Orr, State school commissioner of Georgia, to induce legislation in the interests of the school system of his State. Mr. Orr urges an annual tax of one-tenth of 1 per cent. on the taxable property of the State for the support of common schools, together with the remaining half rental of the Western and Atlantic Railroad, the former amounting to upwards of \$250,000, the latter to \$150,000. For the purpose of adequately bringing the facts bearing upon these propositions to the attention of the legislature, Mr. Orr made an exhaustive calculation of the sources and amounts of school revenue under the present conditions as far as they would be affected by the proposed legislation. As the estimates were made for the year 1881, the totals may properly be introduced here:

Amount of the State school commissioner's order on tax collection.....	\$272, 574
Amount of poll tax paid county school commissioners.....	172, 450
Sum total of foregoing, constituting entire present school fund	445, 025
Present fund increased by tax of one-tenth of 1 per cent	700, 119
Present fund increased by remaining half rental of Western and Atlantic Railroad	595, 025
Present fund increased by both the foregoing amounts	850, 119

The amount per capita of average attendance realized from the present fund ranges from \$1.68 to \$4.94. With the proposed additions the per capita would range from \$2.50 to \$14.66. The present funds are sufficient to maintain the schools upon an average 2.7+ months. With the increase the schools could be maintained upon an average 4.7+ months. According to the census of 1880 Georgia ranks sixth among the free slave States in real estate and personal property. The legislation urged by Mr. Orr would secure, it seems, the largest revenue for school purposes compatible with the financial condition of the State. The relative position which it would give Georgia among the States may be seen by comparing Mr. Orr's estimates with the data present in Table I, Part 1, Summary A, and Table I, Part 2, Summaries A and B.

From a careful examination of the reports and statements of officers and teachers engaged in school work in the Southern States, as well as from personal observation of the same for several successive years, I am aware that marked progress has been made in the education of the masses in these States. The free school system is better understood and appreciated by the people and the schools as a rule are more efficient than at a previous time. There are exceptions to this general condition. In some cities there is even open or secret opposition to the schools, and in some rural districts depression

apathy; the best argument that can be brought to bear upon these adverse influences is the practical one of good schools maintained in the face of hostility or indifference. This is the position assumed by those who so earnestly advocate national aid for common schools, to be distributed upon the basis of illiteracy. Illiteracy is more extensive in the South than in other sections of the country, and develops peculiarly alarming tendencies among the colored people. It would be impossible to repeat here all the facts and arguments called forth by the recent discussion of this subject; they do not present a more serious view of the situation than was embodied by the late Dr. Barnas Sears in his last report as agent of the Peabody fund. Dr. Sears, it must be remembered, had twelve years' personal knowledge of the southern field, and was not inclined, either by temperament or experience or years, to sensational representations.

"With two millions of children," he said, "in these States still without the means of instruction, it becomes good citizens not to slumber over the danger of their situation. The mere neglect of a great opportunity may entail disaster upon them and their posterity, by suffering a horde of young barbarians to grow up to prey upon the peace of society. The peril, if once overlooked in the critical moment, cannot afterwards be remedied by legal enactments and penal measures. If men fail to take the necessary precaution by training the young to be useful citizens, they must expect to reap a corresponding harvest, and see around them a community distinguished for 'dwarfish virtues and gigantic vices.'" The opinion expressed by Dr. Sears is confirmed by the memorial of the trustees of the Peabody fund to Congress, by his successor, Dr. Curry, and by the agents of the several religious denominations that have contributed so freely to the cause of southern education.

Realizing the inadequacy of the means at command to overcome the ignorance and degradation of the masses of the freedmen as rapidly as the interests of society and good government require, the representatives of these various philanthropic agencies unite in the appeal for national aid to education. It is worthy of note that the Senate of the United States has recorded itself in favor of the measure.

On the 17th of December, 1880, that body passed the bill entitled "An act to establish an educational fund, and apply a portion of the proceeds of the public lands to public education, and to provide for the more complete endowment and support of colleges for the advancement of scientific and industrial education." It was not proposed to confine the benefits of the act to the Southern States, but the provision that it embodied for distributing the income of the fund during the first ten years on the basis of illiteracy would have secured to them temporarily the special assistance which they need. It will be remembered that in 1872 the House of Representatives passed a similar bill; it seems hardly possible that a measure which is supported by the most enlightened and patriotic citizens and which has been approved by the separate action of both houses of Congress could fail of success.

The total number of institutions represented in the table on page lxxxvi is 17,375, having an enrolment of 818,365. It will be seen that 31 of the 47 normal schools, 31 of the 34 institutions for secondary instruction, the universities and colleges (17), and the schools of theology (22) derive their support from religious denominations. The schools of law (3) and of medicine (2) are supported chiefly by tuition fees.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1881, inclusive.

	1868.	1869.	1870.	1871.	1872.	1873.	1874.
Virginia.....	\$4,750	\$12,700	\$10,300	\$15,950	\$29,700	\$36,700	\$31,750
North Carolina.....	2,700	6,350	7,650	8,750	8,250	9,750	14,300
South Carolina.....	3,550	7,800	3,050	2,500	500	1,500	20,000
Georgia.....	8,562	9,000	6,000	3,800	6,000	13,750	6,500
Florida.....		1,850	6,950	6,550	6,200	7,700	9,900
Alabama.....	1,000	5,700	5,950	5,800	9,900	6,000	9,700
Mississippi.....	1,338	9,000	5,600	3,250	4,550	6,800	6,700
Louisiana.....	8,700	10,500	5,000	12,400	11,500		2,700
Texas.....			1,000				1,000
Arkansas.....		4,800	11,050	9,200	12,250	11,400	3,600
Tennessee.....	4,800	11,900	15,050	22,650	23,250	27,800	33,100
West Virginia.....		10,900	13,000	9,150	17,900	15,750	15,100
Total.....	35,400	90,000	90,600	100,000	130,000	137,150	134,650

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	Total.
Virginia.....	\$23,350	\$17,800	\$18,250	\$15,350	\$9,850	\$6,800	\$5,150	\$233,400
North Carolina.....	16,900	8,050	4,900	4,500	6,700	3,050	4,125	105,900
South Carolina.....	100	4,150	4,300	3,600	4,250	2,700	4,050	42,200
Georgia.....	9,750	3,700	4,000	6,000	6,500	5,800	5,300	94,000
Florida.....	1,800	1,000	6,500	3,900	3,000	2,600	2,000	59,900
Alabama.....	2,200	5,500	3,700	1,100	3,600	1,200	1,800	63,300
Mississippi.....	5,400	9,950	5,990	600	4,000	4,200	3,950	71,300
Louisiana.....	1,000	2,000	2,000	8,000	7,650	4,200	1,700	77,400
Texas.....	1,350	4,450	10,800	8,550	7,700	27,500	10,800	73,300
Arkansas.....	1,500	1,000	6,300	6,000	5,600	7,200	4,000	83,300
Tennessee.....	27,150	10,100	15,850	14,600	12,000	10,900	5,500	234,300
West Virginia.....	10,500	8,600	6,810	5,050	4,000	2,000	2,000	120,000
Total.....	101,000	76,300	89,400	77,250	74,850	78,150	50,375	1,265,000

In accordance with the policy adopted in 1879, the disbursements from the Peabody fund, amounting to \$50,375 for 1881, have been applied chiefly to normal schools, normal institutes, and other agencies for the training of teachers. The details of the year's work are given under the head of Aid from the Peabody Fund, under the respective States in the abstracts of the appendix.

Peculiar interest attaches to the final action with reference to the normal college at Nashville. It will be remembered that, from the want of coöperation on the part of the State of Tennessee, the trustees of the Peabody fund were obliged to consider the proposition for the removal of the college to Atlanta, Ga. The matter seemed to the agents the late Dr. Barnas Sears, one of supreme importance, and its settlement engaged his efforts almost to the moment of his death. He had the satisfaction of believing that his endeavors had been successful and that the chief burden of the support of the college would not hereafter fall on the Peabody fund. The negotiation has been continued from the point to which Dr. Sears carried it by his successor, Dr. J. L. M. Curry, with the result of an annual appropriation of \$6,000 from the State of Tennessee for the college. Dr. Curry is confident that the State will henceforth deal liberally with the college.

Like his predecessor, Dr. Curry devotes himself to personal examination of the section in which the Peabody fund is disbursed, studying the wants and promise of the work, rousing public interest by his addresses, and securing the coöperation of prominent men by correspondence and conference. His efforts with the State legislatures in behalf of education have been specially fruitful in results.

A great work has been done during the year in the direction of normal institutes, which, pending the establishment of normal schools, are the chief agency for training the teachers of the common schools in the Southern States. In this connection Dr. Curry says:

These institutes have been valuable in stimulating and sustaining popular interest in education, in awakening teachers to a higher appreciation of the teacher's work, and in correcting some stereotyped prejudices in reference to the art of teaching. This year institutes, aided or sustained by the fund, have been held in all but three of the States, and with signal success. Every year makes an improvement in organization, management, and instruction. The aid given by the trustees has produced immediate results and elicited warmest expressions of gratitude.

Normal schools, as having continuous life and influence and coming more literally within the purview of the instruction of the trustees, have had much thought and labor. Permanent arrangements are needed to train the multitude of teachers which our school systems demand. The short lived institutes are not attended by all or by the most incompetent, and cannot give thorough professional discipline and training. Not a few summer months, but toilsome years, are indispensable to teacher training. The establishment of normal schools for white and colored teachers has been earnestly advised, and aid has been promised to States which may establish them, so as to insure permanency and efficiency. In nearly all the States where normal schools do not exist, the superintendents are urging the subject upon their respective legislatures with zeal and ability. I am persuaded that in my next report I shall be able to make a most satisfactory statement to the trustees in this behalf.

It will be remembered that the Peabody trustees have authorized a system of scholarships which enables a certain number of normal students from each of the Southern States to enjoy the advantages of the normal college at Nashville. From February 1 to October 1, 1881, the disbursements from the Peabody fund for normal schools and teachers' institutes were as follows:

Teachers' institutes'.....	\$14, 625
Hampton Normal Institute.....	500
Pupils from South Carolina at Hampton	450
Sam Houston Normal College, Texas.....	4, 500
Peabody Normal Schools, Louisiana.....	1, 500
Normal college at Nashville	3, 000
Nashville scholarships	19, 050
Total.....	43, 625

This leaves a balance of \$6,750, of which \$500 went to Claflin University, \$500 to Atlanta University, and the remainder was divided between elementary schools and educational journals.

As during the last year, a judicious use was made of the Peabody medals in stimulating the pupils of public schools.

TABLE II.—Summary of school statistics of

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Selma, Ala*	7,529	7-21	1,757	2	.....	14	.....	882	717
2	Little Rock, Ark	13,138	6-21	5,288	9	1,750	34	173	2,335	1,680
3	Los Angeles, Cal.	11,183	5-17	3,617	14	1,680	34	192	2,098	1,285
4	Oakland, Cal.	84,555	5-17	8,242	17	6,462	135	205	7,262	5,237
5	San Francisco, Cal.	233,959	6-17	55,115	70	.....	719	205	40,187	29,092
6	Stockton, Cal.	10,282	5-17	2,204	8	1,954	34	210	2,136	1,326
7	Denver, Colo., § of city..	35,629	6-21	*5,700	7	3,000	67	186	4,987	2,730
8	Leadville, Colo.	14,820	6-21	2,084	5	1,400	26	140	1,533	1,039
9	Bridgeport, Conn*	29,148	4-16	6,641	18	4,318	91	199	5,229	3,529
10	Danbury, Conn*	11,666	4-16	2,588	.....	.....	44	.....	2,271	c1,554
11	Derby, Conn.	11,650	4-16	3,333	9	.....	41	200	2,702	c1,697
12	Greenwich, Conn*	7,892	4-16	1,887	d19	.....	29	.....	1,552	856
13	Hartford, Conn*	42,551	4-16	9,652	d17	.....	140	.....	7,612	c4,886
14	Meriden, Conn.	18,340	4-16	4,393	13	2,544	49	193	3,548	1,787
15	Middletown, Conn.	11,732	4-16	2,651	.....	.....	47	.....	2,058	c1,276
16	New Britain, Conn.	13,979	4-16	3,528	10	.....	36	187	1,873	1,244
17	New Haven, Conn.	62,882	4-16	14,548	29	9,350	238	300	12,434	8,357
18	New London, Conn.	10,537	4-16	2,090	.....	.....	41	.....	1,891	c1,240
19	Norwalk, Conn.	13,956	4-16	3,136	d12	d3,200	42	.....	2,375	c1,476
20	Norwich, Conn.	21,143	4-16	5,073	.....	.....	98	.....	4,216	c2,808
21	Stamford, Conn*	11,297	4-16	2,549	.....	.....	82	.....	1,666	c1,181
22	Waterbury, Conn*	20,270	4-16	4,338	d21	.....	53	.....	3,506	c2,535
23	Wilmington, Del.	42,478	6-21	.....	19	5,864	116	193	7,065	4,392
24	Key West, Fla.	10,940	6-21	3,416	6	.....	18	100	795	530
25	Atlanta, Ga*	37,409	6-18	10,500	12	3,650	68	175	4,100	2,609
26	Augusta, Ga.	21,891	6-18	5,628	8	.....	89	178	2,487	1,471
27	Columbus, Ga.	10,123	6-18	g2,863	7	1,182	26	177	1,408	1,149
28	Macon, Ga.	12,749	6-18	g3,339	7	1,500	83	176	1,881	1,136
29	Savannah, Ga.	30,709	6-18	6,243	7	3,200	56	169	3,110	2,789
30	Belleville, Ill.	13,404	6-21	g4,532	4	2,000	40	200	1,991	1,814
31	Chicago, Ill.	508,185	6-21	137,085	57	50,308	991	197	66,495	45,055
32	Danville, Ill*	7,733	6-21	3,030	5	1,520	32	192	1,890	1,230
33	Elgin, Ill.	8,787	6-21	2,642	7	1,120	23	185	1,400	900
34	Freeport, Ill.	8,516	5-21	.....	6	2,000	28	196	1,700	1,350
35	Galesburg, Ill.	11,437	6-21	*4,254	7	1,900	35	177	2,085	1,414
36	Jacksonville, Ill.	10,927	6-21	3,693	7	1,536	37	188	1,865	1,367
37	Joliet, Ill.	16,149	6-21	4,641	9	1,930	43	198	2,023	1,833
38	Moline, Ill.	7,800	6-21	2,016	.....	1,208	23	175	1,505	971
39	Ottawa, Ill.	7,334	6-21	3,254	8	1,850	40	196	1,597	.....

* From Report of the Commissioner of Education for 1880.

a Amount paid for teaching only.

b Assessed valuation.

c For the winter term.

the containing 7,500 inhabitants and over.

Popula.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	21
		\$10,250		\$1,818		\$1,510	\$1,510			1
480	\$85,340,000	78,900	5	37,444	\$7,355	16,681	31,872	\$10 82	\$3 77	2
518	7,574,926	64,500		51,160	2,735	23,990	37,403	19 87	7 19	3
1,060	43,037,415	364,825	2.8	182,885	4,822	126,372	160,454	24 58	5 13	4
1,731	\$253,545,476	3,125,000	1.7	902,486	85,892	533,755	827,324	21 37	4 11	5
124	\$6,000,000	173,587	1.8	76,067	8,371	28,865	45,594			6
580	46,000,000	450,000	8	149,242	53,982	42,938	131,157	16 82	4 81	7
100		113,560		45,238		18,000	26,000			8
325	\$11,720,503	163,950	3.25	66,066	454	42,566	61,337	12 68	4 57	9
124	\$5,185,300			35,469	1,810	18,208	27,604			10
36	12,000,000	100,000	3	30,346	2,436	21,315	31,501			11
143	\$3,580,067			12,580		10,810	12,580			12
1,706	\$45,558,490			184,474	1,434	107,577	155,932			13
309	8,988,214	173,759		32,000		26,370	31,220	15 15	2 32	14
404	\$6,033,687			27,806	533	20,165	28,826			15
817	\$4,669,354		3.16	22,695	230	15,373	22,695	12 60	5 46	16
1,500	\$46,523,907	601,900	3.5	218,444	20,652	138,501	193,660	16 37	3 09	17
40	\$6,450,028			21,327	200	16,030	22,795			18
465	\$5,306,506			37,811	160	21,120	26,772			19
305	\$13,349,295			67,297	23,003	43,420	84,817			20
626	\$6,648,145			29,040	7,992	16,733	29,041			21
300	\$7,810,731			53,178	10,430	23,106	46,761			22
	23,500,000	268,000		81,668	15,790	49,599	73,580	11 66	5 09	23
650	\$1,259,195	12,500	2.5	5,457		4,802	5,457	(\$10 49)		24
1,000	20,000,000	175,000		50,988			51,073			25
7,236	22,834,820	26,150	1.7	\$43,780	\$4,238	\$15,761	\$32,480			26
236	4,250,000	35,200	2.97	17,412	1,912	10,435	16,971	10 64	2 45	27
300	\$6,999,006	43,000	2	\$25,496		\$20,953	\$25,257	9 50	1 00	28
500	\$15,242,329	130,300		46,253		41,535	43,985	14 89	8 88	29
700	5,858,180	72,000		48,000	468	17,250	37,363	9 90	1 45	30
1,000	\$119,152,788	2,763,396	9.47	1,345,765	308,147	581,962	1,216,506	14 49	3 91	31
355	5,000,000	69,700	13.5	35,155	2,171	13,738	21,972	11 83	1 76	32
627	5,573,142	28,230	1.34	31,452	9,330	9,192	21,696	11 10	2 36	33
200	4,863,558	80,500	14	33,747			23,170			34
	5,393,878	136,200	4.5	20,652	50	15,021	20,395	11 75	2 63	35
1,300	3,000,000	160,700	10	33,691	2,287	20,000	38,887			36
600	5,105,584	62,500	8.2	23,862	7,696	17,100	31,060	10 04	2 57	37
300		49,200		36,665	190	8,827	19,909	10 58		38
223	6,973,553	61,250	18	22,668	25	13,935	20,809	13 17	4 94	39

e Including Monroe County.

f For city and county.

g City census of 1878.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
40	Peoria, Ill.....	230,251	6-21	9,516	15	4,306	84	196	4,915	3,574
41	Quincy, Ill.....	27,268	6-21	*9,541	9	3,121	57	196	3,597	2,288
42	Rockford, Ill.....	13,129	6-21	4,132	10	2,290	58	194	2,644	1,996
43	Rock Island, Ill.....	11,059	6-21	3,590	7	1,958	39	177	2,248	1,564
44	Springfield, Ill.....	19,743	6-21	.....	6	2,300	47	198	2,792	2,078
45	Evansville, Ind.....	29,280	6-21	.....	13	5,000	127	198	4,968	4,476
46	Fort Wayne, Ind.....	26,880	6-21	13,897	9	3,788	95	192	3,472	2,762
47	Indianapolis, Ind.....	75,056	6-21	23,959	27	11,840	233	189	12,833	9,065
48	La Fayette, Ind.....	14,860	6-21	6,474	6	1,000	49	190	2,986	1,610
49	Logansport, Ind.....	11,198	6-21	3,858	7	1,660	33	196	1,887	1,271
50	Madison, Ind.....	8,945	6-21	5,263	7	1,800	41	200	1,501	1,284
51	Richmond, Ind*.....	12,742	6-21	4,845	9	2,003	51	.....	2,219	1,627
52	South Bend, Ind.....	13,280	6-21	4,705	7	2,050	36	178	1,924	1,259
53	Terre Haute, Ind.....	26,042	6-21	8,846	11	3,754	81	197	4,310	3,147
54	Vincennes, Ind.....	7,680	6-21	3,807	4	990	18	197	1,102	812
55	Cedar Rapids, Iowa.....	10,104	5-21	3,366	8	1,969	38	179	2,146	1,797
56	Clinton, Iowa*.....	9,052	5-21	3,200	8	1,375	28	188	1,819	.....
57	Council Bluffs, Iowa.....	18,063	5-21	5,501	8	1,535	41	195	2,007	1,376
58	Davenport, Iowa.....	21,831	5-21	9,309	13	4,142	89	188	4,929	3,285
59	Des Moines, west side, Iowa.*	22,408	5-21	3,576	5	.....	41	184	2,322	1,562
60	Dubuque, Iowa.....	22,254	5-21	10,074	9	*3,469	71	198	3,720	2,565
61	Keokuk, Iowa f.....	12,117	5-21	4,585	9	2,200	52	190	2,400	1,892
62	Muscatine, Iowa.....	8,295	5-21	2,800	7	1,550	34	210	1,500	1,400
63	Ottumwa, Iowa.....	9,004	5-21	2,700	8	1,490	27	188½	1,730	1,135
64	Lawrence, Kans*.....	8,510	5-21	3,095	d10	1,525	25	178	1,829	1,222
65	Leavenworth, Kans.....	16,546	5-21	6,796	8	2,400	39	180	3,158	2,290
66	Topeka, Kans.....	15,452	5-21	5,270	15	2,394	50	.....	3,111	.....
67	Covington, Ky*.....	29,720	6-20	10,094	5	.....	60	.....	3,286	2,485
68	Lexington, Ky.....	16,656	6-20	4,961	d9	.....	.....	238	2,183	.....
69	Louisville, Ky.....	123,758	6-20	48,637	28	.....	325	204	19,189	13,270
70	Newport, Ky*.....	20,433	6-20	6,780	5	2,510	44	204	2,692	2,032
71	Paducah, Ky.....	8,036	6-20	1,980	8	950	15	200	840	690
72	New Orleans, La ...	216,090	6-18	61,456	d69	.....	402	193	24,401	14,566
73	Auburn, Me*.....	9,555	4-21	3,078	35	3,400	40	174	2,742	1,876
74	Augusta, Me.....	8,685	4-21	2,342	26	2,000	48	175	1,220	975

*From Report of the Commissioner of Education for 1880.

a Population of the township; township and city are united in one school district.

b Includes cost of supervision.

c Assessed valuation.

d In 1879.

statistics of cities, &c.—Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
1,589	\$18,915,333	\$201,200	7	\$53,837	\$962	\$438,169	\$54,683	\$10 39	\$3 66	40
1,709	17,000,000	210,700	6.4	64,590	7,933	27,029	49,099	12 49	3 98	41
400	4,142,167	120,000	.....	32,615	28	623,352	32,615	.....	.....	42
886	8,183,787	102,600	10	38,567	4,952	17,829	35,702	13 18	3 64	43
.....	20,000,000	197,500	10	37,242	880	25,714	36,181	11 43	.....	44
.....	.....	.....	.....	95,587	16,500	59,660	97,705	.....	.....	45
1,008	11,547,805	225,150	3.3	147,207	5,929	39,379	63,516	17 63	3 94	46
1,324	61,453,965	919,137	.....	219,709	34,040	134,867	231,457	16 05	4 09	47
1,200	20,000,000	168,000	.....	90,905	9,000	26,958	46,818	18 60	4 88	48
799	8,722,330	145,850	2	41,463	2,502	18,800	29,058	12 58	4 01	49
550	4,000,000	80,500	8.5	37,483	.....	18,129	23,754	14 11	3 27	50
685	10,600,000	80,300	.....	.....	.....	.....	.....	.....	.....	51
578	15,000,000	131,850	.....	44,698	.....	.....	25,037	9 99	1 89	52
912	14,000,000	227,021	3.2	81,911	463	42,608	55,726	14 33	2 87	53
506	2,000,000	47,000	.....	23,000	.....	59,850	11,185	.....	.....	54
150	5,000,000	98,000	5	89,430	7,809	16,402	78,134	8 94	5 61	55
550	.....	83,500	13	22,062	0	12,642	21,876	.....	.....	56
301	12,000,000	141,800	.....	79,190	26,267	20,644	61,623	16 58	6 20	57
.....	16,000,000	291,200	.....	91,673	560	53,543	66,195	16 30	3 68	58
600	6,500,000	168,300	13	65,618	6,805	24,516	55,271	16 65	6 53	59
.....
1,700	12,855,310	165,000	.....	63,179	10,859	35,770	60,405	13 94	5 36	60
400	28,000,000	150,000	8	80,429	260	.....	2,050	.....	.....	61
400	3,302,496	80,800	11	23,916	1,050	14,885	21,197	.....	.....	62
120	6,485,000	62,206	8.75	32,920	.....	11,902	21,905	11 96	6 99	63
300	1,554,583	100,000	.....	20,423	155	11,788	18,932	.....	.....	64
550	10,000,000	177,709	5	25,048	207	119,403	21,892	9 15	0 88	65
300	12,480,181	200,000	8	.....	.....	.....	.....	.....	.....	66
1,000	18,000,000	201,000	2.5	55,604	4,000	82,987	56,317	.....	.....	67
600	4,984,005	41,000	.....	.....	.....	.....	.....	.....	.....	68
.....	69,216,208	896,300	2.5	223,408	.....	150,018	218,694	13 43	3 05	69
.....	12,000,000	123,500	2.5	80,144	0	19,684	27,898	10 40	1 87	70
25	4,000,000	86,300	2	7,854	.....	6,830	8,826	9 89	2 11	71
43,400	100,975,622	637,500	.....	209,988	982	229,998	274,844	16 87	2 50	72
.....	5,120,000	142,000	.....	16,880	646	13,207	17,164	9 60	2 95	73
200	4,708,828	60,000	2.25	14,922	1,800	9,500	19,796	.....	.....	74

For the entire city.

These statistics are from a return for 1880.

Total of items reported.

Includes pay of janitors and salaries of secretaries and other officers, and cost of supervision.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
75	Bangor, Me	16,856	5-21	5,479	36	3,500	79	.....	3,120	2,478
76	Bath, Me	7,874	4-21	2,836	16	3,300	38	190	1,836	1,536
77	Biddeford, Me	12,661	4-21	3,911	23	1,835	42	184	1,891	1,335
78	Lewiston, Me	19,083	4-21	6,274	29	.....	69	183	2,919	2,062
79	Portland, Me*	33,810	4-21	10,660	15	5,981	128	200	6,797	4,347
80	Rockland, Me	7,599	4-21	2,186	11	1,700	30	162	1,448	1,130
81	Baltimore, Md	332,313	6-21	*86,961	62	.....	824	200	47,048	29,424
82	Boston, Mass	362,839	5-15	61,056	c158	c56,177	1,276	203*	cd54,323	cd45,647
83	Brockton, Mass	13,608	5-15	*2,278	21	2,560	43	197	2,444	1,792
84	Brookline, Mass	8,057	5-15	1,263	11	.....	33	238	1,503	997
85	Cambridge, Mass*	52,669	5-15	9,890	29	9,124	182	197	8,537	6,614
86	Chelsea, Mass	21,782	5-15	3,884	.....	.....	70	195	4,443	2,947
87	Chicopee, Mass	11,286	5-15	2,061	10	1,270	29	191½	1,463	824
88	Clinton, Mass	8,029	5-15	1,671	11	1,470	29	195	1,550	1,124
89	Fall River, Mass	48,961	5-15	A9,763	33	7,754	193	.....	9,363	5,943
90	Fitchburg, Mass	12,429	5-15	2,473	18	3,128	54	193½	2,564	2,032
91	Gloucester, Mass*	19,329	5-15	4,008	24	4,032	89	200	4,126	3,223
92	Haverhill, Mass*	18,472	5-15	3,600	.....	3,045	89	198	3,346	2,364
93	Holyoke, Mass	21,915	5-15	4,640	13	2,508	84	195	4,068	2,056
94	Lawrence, Mass	39,181	5-15	7,143	20	5,000	108	197	5,791	4,487
95	Lowell, Mass i	59,475	5-15	9,121	42	7,729	160	193	9,689	6,045
96	Lynn, Mass	38,274	5-15	6,397	29	65,575	121	.....	5,916	4,826
97	Malden, Mass*	12,017	5-15	2,082	11	2,504	54	201	2,924	1,963
98	Marlborough, Mass	10,127	5-15	2,121	13	2,100	42	178	2,367	1,654
99	Medford, Mass	7,573	5-15	A1,204	10	1,500	27	192	1,340	1,164
100	New Bedford, Mass	26,845	5-15	A4,083	23	.....	112	.....	4,699	3,740
101	Newburyport, Mass	13,588	5-15	2,552	.....	2,236	47	.....	2,205	1,498
102	Newton, Mass	16,995	5-15	3,252	17	*8,000	81	190	3,687	2,588
103	Northampton, Mass*	12,172	5-15	2,089	25	2,300	54	160f	2,176	1,656
104	Peabody, Mass	9,028	5-15	A1,730	.....	.....	43	.....	1,669	1,293
105	Pittsfield, Mass	13,364	5-15	2,611	27	2,313	64	200	2,783	1,774
106	Quincy, Mass	10,570	5-15	A1,948	67	.....	66	.....	2,097	1,562
107	Somerville, Mass	24,983	5-15	4,204	19	5,050	96	188	5,271	3,793
108	Springfield, Mass	33,340	5-15	6,285	27	5,781	124	200	6,452	4,546
109	Taunton, Mass	21,213	5-15	3,610	31	8,801	84	195	4,064	2,921
110	Waltham, Mass*	11,712	5-15	2,146	12	2,238	49	195	2,306	1,653
111	Woburn, Mass	10,931	5-15	2,371	23	2,492	52	200	2,369	1,774
112	Worcester, Mass	58,291	5-15	11,363	39	10,233	385	190	11,801	8,265
113	Adrian, Mich*	7,849	5-20	.....	5	1,613	29	.....	1,398	1,000

* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c From semiannual returns to June, 1881.

d Average number belonging.

e Based on average number belonging.

f Includes cost of supervision and salaries of secretaries and other officers.

Statistics of cities, &c. — Continued.

Page	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
130	\$10,000,000	\$75,000	2.45	\$30,569	\$408	\$23,202	\$30,563	\$9 05	\$2 53	75
50		59,800		15,082		12,613	17,112			76
209	6,000,000	95,000	2.33	19,445		17,366	22,674	13 57	3 41	77
309	29,957,257	138,050	2.5	33,238		23,516	32,232	12 13	3 93	78
1,320	21,153,656	350,000	2.5	94,144	13,432	59,415	94,144	13 72	4 38	79
0	2,422,990	50,000	2	10,857	0	9,110	10,856	8 06	1 55	80
514,080	247,000,000	1,730,000		623,000	65,998	476,462	681,921	16 36	4 57	81
6,322	2,635,554,597	\$7,466,650		1,566,822	215,380	1,112,932	1,775,037	(27 15)		82
	26,100,000	97,560		29,227	2,816	19,136	28,628			83
	223,723,300	121,800	1.5	36,002			36,003			84
1,743	242,039,080	590,000	3.2	163,048	7,936	128,816	163,848	19 88	3 56	85
409	215,761,537	398,000	3.6			42,729	49,597	15 11	4 07	86
1,089	7,707,840	121,450	4.5	24,336	4,350	15,232	28,825	20 43	9 63	87
40	4,444,000	100,000	4.6	21,305	2,244	14,858	21,305	13 22	3 75	88
521	239,650,761			183,000	10,239	174,811	116,015			89
20	22,593,584	179,853	3.9	36,937		26,057	36,937	14 93	4 87	90
25	12,151,725	116,150	4.26	69,332	21,300	31,143	67,912	10 82	3 63	91
125	9,861,965	269,275	4.56	46,327	2,700	37,764	52,728	15 98	5 19	92
1,303	15,969,873	167,892		58,881	18,408	30,319	58,881	15 63	4 06	93
1,400	30,000,000	285,787	2.8	72,083	15,000	56,685	89,901	13 08	3 61	94
1,390	50,000,000	523,972	3.1	144,387	25,700		168,970	17 50		95
130	24,982,084	6493,500		93,677	8,102	65,824	93,677			96
154	14,000,000	304,100	3.5	33,513	500	26,966	39,374	15 30	5 34	97
280	23,562,563	43,100	4.19	21,238		14,837	20,898	9 47	3 27	98
40	7,533,276	106,500	4	29,537	300	21,675	29,719	19 60	5 64	99
238	27,115,322			82,266		57,950	78,107			100
286	27,535,456			25,066			26,849			101
110	26,300,000	429,500		84,633		64,470	84,600			102
100	7,131,900	96,000	3.3	23,615	0	17,796	23,475	11 35	2 82	103
30	26,612,800			23,723		18,644	18,644			104
130	7,414,405	78,300		35,154	375	23,165	32,265			105
65	27,569,381	119,000		33,241		23,119	33,401			106
222	22,569,100	344,432	3.5	81,733	32,432	62,136	82,361	16 85	4 85	107
479	332,731,770	552,500	2.6	96,954	400	68,753	95,082	15 77	5 03	108
216	20,291,797	220,000	3	45,683	300	35,044	48,298	14 01	3 99	109
102	26,827,150	196,800	3.8	34,228	22,600	24,636	54,849			110
20	2,216,838	202,500		34,464		23,926	34,413	14 50	4 88	111
2,000	46,867,192	898,292	3.32	162,495	48,964	119,138	200,465	14 75	3 58	112
		109,500		32,163		12,198	31,800			113

g Includes cost of supervision.

h In 1880.

i From a return for 1880.

j In high school, 195.

k Amount paid for tuition only.

XCVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
114	Ann Arbor, Mich.....	8,061	5-20	2,076	6	1,480	87	198	1,900	1,427
115	Bay City, Mich.....	20,693	5-20	5,953	7	2,600	48	194	2,991	1,808
116	Detroit, Mich.....	116,340	5-20	37,926	23	13,110	268	196	16,627	11,545
117	East Saginaw, Mich.....	19,016	5-20	6,429	11	3,075	62	194	3,514	2,508
118	Flint, Mich.....	8,409	5-20	2,373	7	1,770	87	195	2,166	1,278
119	Grand Rapids, Mich.....	32,016	5-20	10,685	16	4,834	112	194	6,138	3,719
120	Muskegon, Mich*.....	11,262	5-20	3,807	7	1,400	33	197	1,786	1,018
121	Port Huron, Mich.....	8,883	5-20	3,003	5	.....	26	197	1,636	.....
122	Saginaw, Mich.....	10,525	5-20	*3,245	6	1,656	34	195	1,805	1,280
123	Minneapolis, Minn.....	46,887	6-21	16,600	15	5,500	133	185	6,720	4,475
124	St. Paul, Minn.....	41,473	6-21	.....	14	3,728	102	196	4,838	3,515
125	Stillwater, Minn*.....	9,055	5-21	.....	4	1,100	20	176	1,100	800
126	Winona, Minn.....	10,206	5-21	2,360	4	1,913	34	196	1,762	1,385
127	Vicksburg, Miss.....	11,814	5-21	3,671	2	1,200	21	190	1,180	812
128	Hannibal, Mo.....	11,074	6-20	3,796	8	1,590	29	190	2,095	1,337
129	Kansas City, Mo.....	55,785	6-20	16,961	11	5,500	* 87	196	8,026	4,509
130	St. Joseph, Mo.....	32,431	6-20	9,852	20	3,455	67	198	4,072	2,853
131	St. Louis, Mo.....	350,518	6-20	106,372	92	44,994	1,017	197	53,935	35,942
132	Sedalia, Mo.....	9,561	6-20	3,105	5	1,619	26	179	2,016	1,336
133	Lincoln, Nebr.....	13,003	5-21	2,965	12	1,750	30	176	1,772	.....
134	Omaha, Nebr.....	30,518	5-21	6,400	11	*3,700	59	196	4,042	3,300
135	Virginia City, Nev*d.....	10,917	6-18	2,559	5	1,545	32	202	2,260	1,276
136	Dover, N. H.....	11,687	5-15	2,329	18	2,042	45	167	2,029	1,437
137	Manchester, N. H.*.....	32,630	5-15	*4,774	24	3,754	86	188	4,350	2,818
138	Nashua, N. H.....	13,397	5-15	.....	17	*2,140	52	.....	2,606	1,961
139	Portsmouth, N. H.....	9,690	5-	2,372	13	.....	34	200	1,922	1,771
140	Camden, N. J*.....	41,659	5-18	*12,637	16	10,000	140	200	7,935	7,291
141	Elizabeth, N. J.....	28,229	5-18	8,625	5	2,665	59	205	3,753	2,277
142	Jersey City, N. J*.....	120,722	5-18	41,226	20	14,324	328	204	22,776	12,905
143	Newark, N. J.....	136,506	5-18	41,951	32	15,600	261	205	18,626	12,145
144	New Brunswick, N. J.....	17,166	5-18	6,305	6	2,175	46	201	2,458	1,684
145	Orange, N. J.....	13,207	5-18	*3,792	4	1,371	31	197	1,708	903
146	Paterson, N. J*.....	51,031	5-18	13,672	11	5,537	142	200	7,901	4,750
147	Plainfield, N. J.....	8,125	5-18	2,184	3	1,000	24	200	1,299	975
148	Trenton, N. J*.....	29,910	5-18	7,281	12	2,700	67	205	3,583	2,255
149	Albany, N. Y.....	90,758	5-21	35,411	26	11,857	282	197	13,976	8,986
150	Auburn, N. Y.....	21,924	5-21	6,855	11	3,334	68	194	3,134	2,307
151	Binghamton, N. Y.....	17,317	5-21	4,778	8	*2,797	64	207	3,000	2,087
152	Brooklyn, N. Y.....	566,663	5-21	*181,083	57	61,908	1,298	201	96,077	53,194

* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c Includes cost of supervision.

CITY SCHOOLS.

XCIX

Statistics of cities, &c. — Continued.

Pupil.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
200	\$4,626,150	\$140,500	.....	\$31,838	\$2,116	\$16,423	\$27,718	\$12 55	\$4 28	114
201	47,773,310	146,000	4.7	42,072	832	16,205	35,079	9 58	3 05	115
4.71	93,769,379	321,489	.....	239,348	50,364	156,220	267,292	12 94	3 90	116
408	7,699,635	200,000	8.93	68,795	19,312	25,748	64,513	11 94	4 93	117
5	4,299,550	144,000	.....	39,060	951	13,974	29,858	10 80	3 78	118
1.000	23,850,000	336,000	7.5	107,013	17,519	48,414	90,952	13 82	3 40	119
300	61,214,735	81,309	.....	28,075	1,102	11,792	26,319	12 05	3 62	120
200	4,000,000	80,000	.....	20,515	665	9,490	12,348	10 20	.....	121
600	4,000,000	100,000	6.96	39,723	439	13,068	31,748	10 86	.....	122
7.000	46,782,000	418,104	3.58	206,538	35,266	73,857	150,456	17 13	3 71	123
1.000	27,000,000	284,000	2.5	113,308	32,500	57,736	113,413	20 11	5 00	124
600	4,000,000	100,500	2.6	27,991	998	9,234	24,120	12 79	9 20	125
500	6,500,000	180,200	.....	41,075	.....	.....	28,958	.....	.....	126
900	5,000,000	12,650	3	16,841	.....	9,151	21,446	(15 77)	.....	127
300	2,278,000	38,700	5	21,253	96	13,919	17,323	10 22	2 60	128
600	100,000	300,000	4	171,154	30,705	46,864	136,495	.....	.....	129
600	12,000,000	133,280	4	56,949	11,473	35,841	64,446	13 26	4 91	130
2.000	235,980,783	2,866,312	5	879,348	16,268	685,457	762,174	16 59	2 16	131
200	2,871,648	74,200	7	32,847	11,132	9,705	26,890	8 24	1 30	132
100	6,000,000	69,000	.....	40,438	11,210	13,124	36,919	13 09	.....	133
500	15,000,000	386,000	9	83,525	10,836	37,873	88,206	12 06	3 60	134
407	3,000,000	71,500	5	97,699	1,000	33,036	44,437	25 88	8 98	135
90	11,323,070	140,300	3	24,648	418	17,178	24,616	13 16	3 84	136
2.100	25,000,000	286,200	3.07	58,109	6,883	37,583	57,832	13 93	4 33	137
20	2,109,414	236,891	.....	34,066	.....	.....	33,992	.....	.....	138
100	10,000,000	82,600	.....	23,906	300	16,621	23,884	.....	.....	139
1.327	22,000,000	500,000	4.5	96,914	7,445	53,192	96,825	.....	.....	140
1.400	11,762,900	79,600	3	38,285	120	23,967	37,794	13 32	4 33	141
1.000	90,000,000	658,150	2	136,349	4,926	102,000	187,409	.....	.....	142
4.100	22,140,700	910,000	.....	208,040	9,504	158,657	217,424	13 06	4 06	143
1.200	10,832,000	125,200	2.54	48,967	42	19,259	48,480	13 51	2 21	144
300	7,000,000	100,000	.....	32,737	8,109	15,629	32,737	20 78	6 49	145
11.300	519,169,609	257,100	.....	93,983	2,100	64,155	76,022	11 40	3 08	146
60	9,000,000	63,000	5.8	25,430	222	12,688	25,275	15 58	3 04	147
2.004	529,000,000	143,265	15	51,882	.....	29,800	41,744	14 81	3 65	148
1.674	68,930,390	765,397	.....	281,226	19,038	143,776	195,111	16 27	3 32	149
1.200	12,058,784	154,200	3.32	44,058	1,654	27,730	42,019	12 80	4 69	150
500	8,920,812	197,349	5.9	48,570	9,744	28,253	47,482	14 56	3 10	151
70.000	430,000,000	5,143,553	1,129,220	58,850	608,618	1,063,560	14 63	4 62	152	

d Exclusive of Gold Hill, a separate district.

e Estimated.

f Number actually occupied.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
153	Buffalo, N. Y.*	155,134	5-21	556,000	42	.....	439	199	18,606	14,555
154	Cohoes, N. Y.*	19,416	5-21	7,991	8	2,110	50	204	2,674	1,601
155	Elmira, N. Y.	20,541	5-21	6,032	8	53,825	80	195	4,198	2,971
156	Hornellsville, N. Y.*	8,195	5-21	2,439	3	1,296	25	197	1,433	807
157	Hudson, N. Y.*	8,670	5-21	2,975	3	.....	21	.....	1,158	.....
158	Ithaca, N. Y.	9,105	5-21	2,703	6	1,730	32	191	1,918	1,365
159	Kingston, N. Y.*	118,344	5-21	2,704	5	1,671	32	200	1,889	1,083
160	Lockport, N. Y.*	13,522	5-21	4,135	7	2,664	44	198	2,624	1,585
161	Long Island City, N. Y.	17,129	5-21	5,717	7	.....	70	201	3,637	2,179
162	Newburgh, N. Y.	18,049	5-21	5,807	6	2,500	64	200	3,325	2,129
163	New York, N. Y.	1,203,299	5-21	393,000	130	150,484	3,443	200	274,040	133,161
164	Ogdensburg, N. Y.*	10,341	5-21	4,044	9	2,500	30	199	2,070	1,114
165	Oswego, N. Y.	21,116	5-21	7,968	14	3,780	66	194	3,986	2,618
166	Plattsburgh, N. Y.	8,233	5-21	2,100	.....	.....	.....	.....	1,371	.....
167	Poughkeepsie, N. Y.	20,207	5-21	56,002	10	2,770	62	201	2,760	1,915
168	Rochester, N. Y.	89,366	5-21	37,000	27	13,030	270	196	13,331	8,788
169	Rome, N. Y.	12,194	5-21	3,129	8	2,050	31	198	1,700	1,427
170	Saratoga Springs, N. Y.	8,421	5-21	2,639	12	1,726	32	200	1,668	1,097
171	Schenectady, N. Y.*	13,655	5-21	4,500	9	.....	42	.....	2,238	.....
172	Syracuse, N. Y.	51,792	5-21	18,598	19	8,333	186	196	9,379	7,174
173	Troy, N. Y.*	56,747	5-21	18,464	17	6,500	142	201	9,351	5,613
174	Utica, N. Y.	33,914	5-21	12,048	18	4,690	107	196	5,318	3,399
175	Watertown, N. Y.	10,697	5-21	3,123	9	.....	52	.....	2,154	.....
176	Raleigh, N. C.	9,265	6-21	44,368	45	.....	23	1964	41,778	41,000
177	Akron, Ohio	16,512	6-21	4,719	8	2,987	56	194	3,195	2,485
178	Canton, Ohio	12,253	6-21	4,367	7	2,604	53	189	2,633	1,977
179	Chillicothe, Ohio	10,938	6-21	3,337	5	1,825	44	186	1,925	1,478
180	Cincinnati, Ohio	255,139	6-21	87,997	53	36,831	671	200	35,592	27,279
181	Cleveland, Ohio	160,146	6-21	52,412	42	23,498	445	195	24,836	17,017
182	Columbus, Ohio	51,647	6-21	15,899	26	7,632	153	195	8,014	6,108
183	Dayton, Ohio	38,678	6-21	11,235	14	6,340	133	195	6,502	4,670
184	Fremont, Ohio	8,446	6-21	2,351	7	1,100	19	185	1,040	718
185	Hamilton, Ohio	12,123	6-21	4,895	5	2,100	36	195	2,008	1,477
186	Ironton, Ohio*	8,357	6-21	2,720	5	1,600	29	185	1,807	.....
187	Newark, Ohio	9,600	6-21	3,880	6	2,024	40	183	1,853	1,305
188	Portsmouth, Ohio	11,321	6-21	3,734	6	2,200	43	190	2,215	1,905
189	Sandusky, Ohio	15,838	6-21	6,290	10	2,770	49	195	2,519	1,869
190	Springfield, Ohio	20,730	6-21	6,352	11	3,186	61	193	3,134	2,348

* From Report of the Commissioner of Education for 1880.

c These statistics are for the Kingston school district only.

a Estimated.

d For the entire city.

b Exclusive of 300 sittings in a building formerly used for evening schools.

e In 1879.

Statistics of cities, &c.—Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
2,622	\$90,237,320	\$180,100	.....	\$351,095	\$3,785	\$282,927	\$347,204	\$19 75	\$3 63	153
800	10,982,664	100,000	7.2	42,250	441	22,027	34,881	14 25	6 94	154
316	10,683,000	316,000	4.75	71,812	10,341	40,729	70,939	14 21	3 16	155
350	6,000,000	35,695	5.2	14,568	9,062	9,475	21,873	13 47	2 39	156
708	.....	25,000	.....	21,158	6,237	8,705	15,647	.....	.....	157
75	6,000,000	60,200	7.58	29,660	8,141	14,838	29,650	11 82	2 57	158
197	5,475,440	148,500	3.28	25,823	196	15,149	22,472	15 11	1 35	159
500	8,250,000	105,000	3.2	37,822	2,074	22,267	32,419	14 68	4 47	160
	\$4,681,847	65,000	.....	46,008	2,026	26,385	39,697	.....	.....	161
701	17,000,000	192,000	4.2	47,787	6,198	29,206	44,757	14 42	3 69	162
8,000	1,644,685,197	11,775,000	2.99	3,690,283	343,510	2,662,008	3,690,283	20 24	4 89	163
870	.....	45,000	.....	15,117	3,000	10,800	21,268	.....	.....	164
1,286	78,712,111	168,880	4.5	47,808	2,752	28,168	45,462	11 06	5 25	165
80	3,000,000	57,000	7	18,246	259	9,742	21,148	.....	.....	166
886	711,962,115	128,005	2.41	53,824	6,518	25,645	40,653	13 97	3 85	167
1,300	85,000,000	501,039	3.58	214,609	15,499	129,783	214,179	14 76	7 65	168
485	7,500,000	75,250	2.05	15,999	.....	11,392	15,243	8 47	1 78	169
319	19,201,040	69,300	4	35,027	2,439	13,691	22,223	14 99	4 37	170
450	.....	72,000	.....	23,092	1,860	18,774	23,092	.....	.....	171
1,882	28,104,332	779,900	3.2	128,840	20,826	184,382	128,839	11 75	3 30	172
1,309	46,492,376	243,800	.....	106,399	.....	80,396	106,399	14 69	4 25	173
1,227	21,940,721	654,532	3.4	110,919	12,323	50,845	79,259	15 63	4 05	174
180	.....	95,000	.....	39,373	4,766	17,991	29,373	.....	.....	175
220	10,000,000	45,000	1.2	10,732	.....	.....	.....	.....	.....	176
750	10,000,000	208,200	6	88,457	7,495	27,826	86,228	12 00	6 80	177
600	73,379,824	*152,200	6	49,172	9,435	22,808	45,817	(12 87)	.....	178
360	7,573,645	170,400	5.75	43,062	5,904	21,130	34,577	15 65	3 50	179
1,825	7162,500,000	2,000,000	.....	742,941	49,137	462,430	687,152	20 14	2 14	180
1,885	*220,941,582	71,663,085	4.5	399,080	76,126	276,316	420,219	16 83	3 38	181
1,187	48,000,000	718,384	5.6	207,966	21,960	102,290	183,777	17 61	5 15	182
1,082	27,000,000	380,000	6	176,333	16,342	89,207	142,814	19 64	4 17	183
450	3,600,000	54,000	7	17,610	50	9,384	14,950	15 09	4 82	184
1,000	7,600,000	125,000	5	46,419	2,000	19,544	38,543	14 88	3 58	185
300	2,325,420	99,200	2.88	30,748	2,151	13,666	21,162	10 65	2 44	186
300	.....	35,350	4.5	45,656	.....	16,881	22,865	.....	.....	187
*200	*5,000,000	*180,000	.....	*49,108	.....	*18,590	*31,397	*12 40	*2 60	188
600	11,000,000	170,000	7	55,798	5,686	20,710	43,660	12 16	3 56	189
480	45,000,000	119,819	5.5	84,648	19,892	35,022	68,739	15 68	4 10	190

f Assessed valuation.

g Census of 1877.

A Includes cost of supervision.

† For city and county.

j In 1878.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
191	Steubenville, Ohio	12,093	6-21	5,973	6	2,100	43	195	2,350	1,784
192	Tiffin, Ohio	7,879	6-21	3,379	5	1,456	30	192	1,281	964
193	Toledo, Ohio	50,137	6-21	17,579	23	7,000	130	195	7,677	5,001
194	Zanesville, Ohio	18,113	6-21	5,930	17	.....	71	197	3,061	2,203
195	Portland, Oreg.	20,511	4-20	5,314	4	2,390	56	200	2,972	2,172
196	Allegheny, Pa*	78,682	6-21	.....	21	10,500	202	193	11,610	8,287
197	Allentown, Pa*	18,063	6-21	4,500	8	3,200	53	168	3,429	2,432
198	Altoona, Pa	19,710	6-21	.....	11	3,010	51	187	3,054	2,585
199	Bradford, Pa	9,197	6-21	.....	4	.....	22	220	1,200	.....
200	Carbondale, Pa	7,714	6-21	23,000	7	1,470	24	191	1,821	1,212
201	Chester, Pa	14,997	6-21	.....	9	2,100	48	197	2,512	1,679
202	Danville, Pa*	8,346	6-21	.....	7	1,794	28	160	1,638	1,233
203	Easton, Pa	11,924	6-21	.....	9	.....	52	.....	2,291	1,688
204	Eric, Pa*	27,737	6-21	8,819	18	3,700	100	196	4,244	2,911
205	Harrisburg, Pa	30,762	6-21	.....	23	5,641	109	200	5,667	3,824
206	Lebanon, Pa	8,778	6-21	2,300	8	.....	30	187	1,500	1,200
207	Meadville, Pa*	8,860	6-21	.....	4	1,908	35	173	1,800	1,438
208	New Castle, Pa	8,418	6-18	.....	4	1,700	31	166	1,560	1,096
209	Norristown, Pa	13,063	6-21	3,748	6	2,290	44	201	2,218	1,599
210	Philadelphia, Pa	847,170	6-	.....	232	102,185	2,113	208	102,185	91,864
211	Pittsburgh, Pa	156,389	.....	.....	55	.....	505	.....	26,316	17,180
212	Reading, Pa	43,278	6-21	13,697	26	7,551	153	189	6,911	5,609
213	Scranton, Pa*	45,850	6-21	19,800	30	8,000	160	220	10,174	6,861
214	Shamokin, Pa*	8,184	6-21	3,300	5	.....	24	186	1,653	960
215	Shenandoah, Pa	10,147	6-21	23,400	4	2,010	28	189	2,103	1,243
216	Titusville, Pa	9,046	6-21	.....	4	1,632	34	200	1,479	1,142
217	Williamsport, Pa	18,934	6-21	24,850	25	3,485	65	165	3,432	2,236
218	York, Pa	13,940	6-21	2,669	9	2,465	50	178	2,419	1,736
219	Lincoln, R. I*	13,765	5-15	2,963	12	.....	41	.....	2,200	1,204
220	Newport, R. I	15,693	5-16	3,419	11	2,241	56	196	2,437	1,569
221	Pawtucket, R. I*	19,030	5-15	3,292	18	2,710	47	.....	3,699	1,902
222	Providence, R. I	104,857	5-16	19,819	49	.....	301	.....	14,194	9,914
223	Warwick, R. I	12,164	5-15	2,463	19	.....	30	192	2,129	1,088
224	Woonsocket, R. I	16,050	5-15	2,059	14	2,145	37	195	2,832	1,400
225	Charleston, S. C*	49,984	6-16	12,727	5	.....	91	190	7,284	.....
226	Chattanooga, Tenn	12,892	6-21	3,224	7	.....	33	158	2,334	.....
227	Knoxville, Tenn	9,693	6-21	3,044	5	1,541	29	196	1,984	1,458
228	Memphis, Tenn	33,592	6-21	9,745	10	3,730	62	164	4,367	2,578
229	Nashville, Tenn	43,350	6-21	14,512	13	5,950	97	182	5,845	4,371

* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c Includes cost of supervision.

Statistics of cities, &c. — Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
250	\$5,409,440	\$127,000	3.5	\$45,307	\$621	\$19,548	\$27,430	\$11 85	\$3 16	191
600	\$3,129,000	40,000	5.5	28,502	3,500	12,224	20,097			192
1,000	67,000,000	598,000	6	236,103		55,585	152,344	11 61	3 70	193
500	\$7,418,810	200,000	5	57,409		7,226	33,878	52,840	15 92	3 31
600	15,000,000	170,600	5	81,615		2,304	39,564	81,371	19 07	8 77
1,500	\$48,000,000	927,855	4.25	260,837	58,602	106,375	252,527	12 85	1 58	196
500	9,500,000	415,000		62,637		\$17,828	53,549	7 33		197
900	6,000,000	101,620	15	57,388	19,686	17,378	50,444	7 25	2 69	198
350	\$2,100,000	27,200	17	40,113			31,318			199
200	2,500,000	27,200	11	10,204	3,029	7,304	11,811	6 27	97	200
300	\$6,384,409	110,000	4.5	31,482	2,524	\$22,679	29,702			201
75	2,090,883	75,000	10	8,968		6,826	9,444			202
	\$59,201,624	219,200		57,509			40,443			203
1,500	25,000,000	293,200	4	66,799	11,509	35,353	68,425	12 80	3 83	204
400	15,665,153	398,281	13	94,574	23,483	51,014	93,825	13 33	2 43	205
300	4,200,000	76,250	10	20,856	89	9,403	18,881	8 25	1 64	206
200	3,425,575	136,000	11	26,816	1,651	15,151	24,440	11 90	1 84	207
40	\$3,000,000	45,000	4.5	30,085	11,746	9,044	26,446			208
400	\$6,533,880	164,700	7	41,509	2,726	20,667	39,875	13 36	4 00	209
	\$543,669,129	6,003,064		1,488,849	71,818	1,083,638	1,503,062	11 24	4 32	210
1,210,000	\$96,721,883	1,900,000		590,754	8,976	272,170	468,524	(20 86)		211
800	25,000,000	281,600	3	77,287	9,454	50,768	100,453	9 59		212
1,500	30,000,000	300,000	6	101,075	4,610	58,111	83,624	9 60	3 07	213
300	5,000,000	40,000		13,229	3,220	7,236	13,204	8 46		214
	3,000,000	61,000	12	20,568	2,008	8,581	19,393	8 11	3 09	215
		64,275	15	55,985	2,155	14,666	54,926			216
1,300	12,500,000	142,250	5.5	42,418	500	23,706	42,346	10 65	8 02	217
200	3,000,000	125,000	3.5	24,960	263	17,353	28,176	10 27	2 83	218
277	\$8,566,023	69,000	1.4	27,158	8,000	15,110	24,912			219
75	30,000,000	225,333	1.2	43,460	1,075	32,105	43,445	21 65	5 26	220
150	\$17,839,212	176,000		51,000		24,066	35,598			221
1,300	\$168,547,725	\$1,450,000		222,285	27,873	171,718	268,464			222
	\$10,104,900	29,100	1.5	11,471		11,175	11,458	10 53		223
800	\$2,827,565	\$124,650		36,971			36,971			224
	\$28,423,000	125,000	3	65,142		\$50,902	62,840			225
300	\$4,200,000	39,750	6	17,186	2,798	13,758	20,796	10 88	1 95	226
120	4,592,735	38,700	2.5	15,701	180	12,716	15,699	8 72		227
	\$12,650,080	130,050	2	33,548		30,733	41,559	12 50	3 61	228
300	13,750,000	194,500	5	95,610	830	56,775	95,609	13 89	1 76	229

*Estimated.

†Includes pay of janitors, cost of supervision, and salaries of secretaries and other officers.

‡In primary and grammar schools.

§Includes salaries of secretaries and other officers.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
280	Houston, Tex*.....	16,513	8-14	2,746	a14	a1,147	23	a157	a1,756	a1,172
281	San Antonio, Tex*.....	20,550	-14	3,022	5	1,100	22	200	1,584	984
282	Burlington, Vt.....	11,865	5-20	.....	.....	.....	33	.....	1,425	.....
283	Rutland Vt*.....	12,149	5-20	.....	.....	.....	64	.....	2,395	.....
284	Alexandria, Va.....	13,659	5-21	b4,582	4	1,150	19	180	1,204	911
285	Danville, Va*.....	7,526	5-21	2,126	2	500	15	160	1,059	724
286	Lynchburg, Va.....	15,959	5-21	4,907	5	1,350	31	194	1,872	1,171
287	Norfolk, Va*.....	21,966 ^a	5-21	6,605	7	1,320	26	191	1,613	1,117
288	Petersburg, Va.....	21,656	5-21	7,203	6	a1,808	28	185	2,063	1,518
289	Portsmouth, Va.....	11,390	5-21	3,210	3	.....	14	202	997	575
240	Richmond, Va*.....	63,600	5-21	21,536	12	5,840	129	188	5,821	4,778
241	Appleton, Wis*.....	3,005	4-20	2,897	8	1,800	28	178	1,638	1,490
242	Fond du Lac, Wis*.....	13,094	4-20	5,482	17	2,800	46	200	2,321	1,515
243	Janesville, Wis.....	9,018	4-20	3,384	10	1,815	36	176	1,482	.....
244	La Crosse, Wis.....	14,505	4-20	4,531	13	2,200	44	197	2,628	1,703
245	Madison, Wis.....	10,324	4-20	3,517	9	3,480	36	180	1,925	1,732
246	Milwaukee, Wis.....	115,587	4-20	40,096	26	16,208	318	200	15,249	12,396
247	Oshkosh, Wis.....	15,748	4-20	6,180	9	3,500	54	196	2,148	1,970
248	Racine, Wis.....	16,081	4-20	6,296	9	3,000	46	200	2,396	1,555
249	Watertown, Wis.....	7,883	4-20	3,462	5	1,100	22	196	1,064	873
250	Georgetown, D. C. d.....	108,698	6-17	27,142	55	14,398	278	190	16,407	12,638
251	Washington, D. C. d.....									
	Total.....	10,787,645	.....	2,749,270	3,918	1,188,367	30,155	.....	1,738,106	1,134,625

* From Report of the Commissioner of Education for 1880.

a In 1879.

b Census of 1880.

c Assessed valuation.

Statistics of cities, &c.—Continued.

Pupils. Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
					Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
260	\$26,000,000	\$31,100	.....	\$17,591			\$15,346		230
1,600	12,000,000	45,000	.....	22,550	\$4,875	\$10,060	17,639	\$12 37	\$1 27
1,000			.....	18,827	886	14,500	19,628		
490			.....			13,152	32,643		
1,100	4,600,000	49,400	2.8	14,063	115	8,333	11,067	9 53	2 10
326	2,713,620	20,100	.....	5,999	0	5,070	5,999	7 14	1 14
560	\$8,000,000	56,000	4.5	42,100	21,832	14,448	41,998	13 30	3 58
530	9,674,451	59,000	.....	19,546	734	12,825	16,214		
1,200	\$8,576,967	57,000	1.9	17,500	.....	12,943	17,232	8 58	2 76
219	3,130,230	15,500	2	9,122	0	6,750	8,670	13 00	2 08
1,300	30,766,706	259,603	.....	108,441	8,947	45,671	83,802	10 96	2 21
216		60,800	.....	22,886	1,115	11,927	16,492		
300	\$3,412,120	125,110	6	23,363	771	16,825	22,499	11 36	2 77
175	5,247,847	82,000	4	20,069	1,575	12,588	18,112		
675	8,000,000	94,700	8	47,015	2,000	23,943	35,848	15 24	5 52
600	6,000,000	111,000	4	29,008	2,043	16,136	22,129		
2,400	56,178,074	702,397	2.5	308,500	16,653	168,009	262,764	14 42	5 52
1,000	\$5,032,119	140,000	6.5	47,134	.....	.....	31,623		
254	8,155,230	85,900	3.09	33,605	1,108	22,317	30,111	15 00	
820	3,000,000	36,000	6.5	16,311	1,657	8,018	11,757	8 40	1 00
3,051	\$2,538,706	943,085	.....	\$499,268	73,287	178,176	\$471,416	14 68	5 36
60,561	\$2,221,399,140	91,418,729	.....	23,117,418	2,735,249	16,585,285	26,760,741		

^d These statistics are for white schools only; for those in which colored schools are included, see Table I of appendix.

^e Includes proportion paid to colored schools.

CVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—Average expenses per capita of daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Virginia City, Nev.....	\$25 88	\$8 93	Trenton, N. J.....	\$14 81	\$3 65
Oakland, Cal.....	24 58	5 13	Rochester, N. Y.....	14 76	7 65
Newport, R. I.....	21 65	5 26	Worcester, Mass.....	14 75	3 58
San Francisco, Cal.....	21 37	4 11	Troy, N. Y.....	14 69	4 25
Orange, N. J.....	20 78	6 49	Georgetown, D. C.....	14 68	5 36
Chicopee, Mass.....	20 48	9 63	Washington, D. C.....		
New York, N. Y.....	20 24	4 89	Lockport, N. Y.....	14 68	4 47
Cincinnati, Ohio.....	20 14	2 14	Brooklyn, N. Y.....	14 63	4 62
St. Paul, Minn.....	20 11	5 00	Binghamton, N. Y.....	14 56	3 10
Cambridge, Mass.....	19 88	3 56	Woburn, Mass.....	14 50	4 88
Los Angeles, Cal.....	19 87	7 19	Chicago, Ill.....	14 49	3 91
Buffalo, N. Y.....	19 75	3 63	Milwaukee, Wis.....	14 42	5 52
Dayton, Ohio.....	19 64	4 17	Newburgh, N. Y.....	14 42	3 69
Medford, Mass.....	19 60	5 64	Hamilton, Ohio.....	14 38	3 58
Portland, Oreg.....	19 07	8 77	Terre Haute, Ind.....	14 33	2 87
La Fayette, Ind.....	18 60	4 88	Cohoes, N. Y.....	14 25	6 94
Fort Wayne, Ind.....	17 63	3 94	Elmira, N. Y.....	14 21	3 16
Columbus, Ohio.....	17 61	5 15	Madison, Ind.....	14 11	8 27
Lowell, Mass.....	17 50		Taunton, Mass.....	14 01	3 99
Minneapolis, Minn.....	17 13	3 71	Poughkeepsie, N. Y.....	13 97	3 85
Somerville, Mass.....	16 85	4 85	Dubuque, Iowa.....	13 94	5 36
Cleveland, Ohio.....	16 83	3 38	Manchester, N. H.....	13 93	4 32
Denver, Colo.....	16 82	4 81	Nashville, Tenn.....	13 89	1 76
Des Moines (west side), Iowa.....	16 65	6 53	Grand Rapids, Mich.....	13 82	3 40
St. Louis, Mo.....	16 59	2 16	Portland, Me.....	13 72	4 38
Council Bluffs, Iowa.....	16 58	6 20	Biddeford, Me.....	13 57	3 41
New Haven, Conn.....	16 37	3 69	New Brunswick, N. J.....	13 51	2 21
New Orleans, La.....	16 37	2 50	Hornellsville, N. Y.....	13 47	2 39
Baltimore, Md.....	16 36	4 57	Louisville, Ky.....	13 43	3 05
Davenport, Iowa.....	16 30	3 68	Norristown, Pa.....	13 36	4 00
Albany, N. Y.....	16 27	3 32	Harrisburg, Pa.....	13 33	2 43
Indianapolis, Ind.....	16 05	4 69	Elizabeth, N. J.....	13 32	4 33
Haverhill, Mass.....	15 98	5 19	Lynchburg, Va.....	13 30	3 58
Zanesville, Ohio.....	15 92	3 81	St. Joseph, Mo.....	13 26	4 91
Springfield, Mass.....	15 77	5 03	Clinton, Mass.....	13 22	3 75
Springfield, Ohio.....	15 68	4 10	Rock Island, Ill.....	13 18	3 64
Chillicothe, Ohio.....	15 65	3 50	Ottawa, Ill.....	13 17	4 94
Holyoke, Mass.....	15 63	4 06	Dover, N. H.....	13 16	3 84
Utica, N. Y.....	15 63	4 05	Lincoln, Nebr.....	13 09	
Plainfield, N. J.....	15 58	3 04	Lawrence, Mass.....	13 08	3 61
Malden, Mass.....	15 30	5 34	Newark, N. J.....	13 06	4 06
La Crosse, Wis.....	15 24	5 52	Portsmouth, Va.....	13 00	2 08
Meriden, Conn.....	15 15	2 32	Detroit, Mich.....	12 94	3 90
Chelsea, Mass.....	15 11	4 07	Allegheny, Pa.....	12 85	1 58
Kingston, N. Y.....	15 11	1 85	Auburn, N. Y.....	12 80	4 69
Fremont, Ohio.....	15 09	4 82	Erie, Pa.....	12 80	8 83
Racine, Wis.....	15 00		Stillwater, Minn.....	12 79	9 20
Saratoga Springs, N. Y.....	14 99	4 37	Bridgeport, Conn.....	12 68	4 57
Fitchburg, Mass.....	14 93	4 87	New Britain, Conn.....	12 60	5 46
Savannah, Ga.....	14 89	88	Logansport, Ind.....	12 58	4 01

TABLE II.—Average expenses per capita of daily average attendance, &c.—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Ann Arbor, Mich.....	\$12 55	\$4 28	Newport, Ky.....	\$10 40	\$1 87
Memphis, Tenn.....	12 50	3 61	Peoria, Ill.....	10 39	3 66
Quincy, Ill.....	12 49	3 98	York, Pa.....	10 27	2 83
Portsmouth, Ohio.....	12 40	2 60	Hannibal, Mo.....	10 23	2 60
San Antonio, Tex.....	12 37	1 27	Port Huron, Mich.....	10 20	.....
Sandusky, Ohio.....	12 16	3 56	Joliet, Ill.....	10 04	2 57
Leviston, Me.....	12 13	3 93	South Bend, Ind.....	9 99	1 89
Omaha, Nebr.....	12 06	3 60	Belleville, Ill.....	9 90	1 45
Muskegon, Mich.....	12 05	3 62	Paducah, Ky.....	9 89	2 11
Akron, Ohio.....	12 00	6 80	Bangor, Me.....	9 65	2 53
Unionwa, Iowa.....	11 96	6 99	Scranton, Pa.....	9 60	3 07
East Saginaw, Mich.....	11 94	4 93	Auburn, Me.....	9 60	2 95
Meadville, Pa.....	11 90	1 84	Reading, Pa.....	9 59	.....
Wesleyville, Ohio.....	11 85	3 16	Bay City, Mich.....	9 58	3 05
Albany, N. Y.....	11 82	2 57	Alexandria, Va.....	9 53	2 10
Syracuse, N. Y.....	11 75	3 30	Macon, Ga.....	9 50	1 00
Champaign, Ill.....	11 75	2 63	Marlborough, Mass.....	9 47	3 27
Wilmington, Del.....	11 66	5 09	Leavenworth, Kans.....	9 15	.....
Toledo, Ohio.....	11 61	3 70	Cedar Rapids, Iowa.....	8 94	5 61
Springfield, Ill.....	11 43	.....	Knoxville, Tenn.....	8 72	.....
Pateron, N. J.....	11 40	3 03	Petersburg, Va.....	8 58	2 76
Red du Lac, Wis.....	11 36	2 77	Rome, N. Y.....	8 47	1 78
Northampton, Mass.....	11 35	2 82	Shamokin, Pa.....	8 46	.....
Carville, Ill.....	11 33	1 76	Watertown, Wis.....	8 40	1 60
Philadelphia, Pa.....	11 24	4 32	Lebanon, Pa.....	8 25	1 64
Algon, Ill.....	11 10	2 36	Sedalia, Mo.....	8 24	1 30
Vergero, N. Y.....	11 06	5 25	Shenandoah, Pa.....	8 11	3 09
Richmond, Va.....	10 95	2 21	Rockland, Me.....	8 06	1 55
Chattanooga, Tenn.....	10 88	1 95	Allentown, Pa.....	7 33	.....
Saginaw, Mich.....	10 86	.....	Altoona, Pa.....	7 25	2 69
Little Rock, Ark.....	10 82	3 77	Danville, Va.....	7 14	1 14
Worcester, Mass.....	10 82	3 63	Carbondale, Pa.....	6 27	97
East, Mich.....	10 80	3 78	Boston, Mass.....	(27 15)	.....
Transport, Pa.....	10 65	3 02	Pittsburgh, Pa.....	(20 86)	.....
Proctor, Ohio.....	10 65	2 44	Vicksburg, Miss.....	(15 77)	.....
Alumina, Ga.....	10 64	2 45	Canton, Ohio.....	(12 87)	.....
Idaho, Ill.....	10 53	.....	Key West, Fla.....	(10 49)	.....
Warwick, R. I.....	10 53	.....		

a Based on average number belonging.

Table II presents the statistics of 251 cities, as against 244 in 1880. Their school population is above 17 per cent. of the whole school population of the country, enrolment above 17 per cent. of the total enrolment, and average daily attendance, exclusive of private schools, 26 per cent. of that reported for the entire country. The relative importance of the school interests of these cities is more plainly indicated by the financial statistics. Their annual school income is about 33 per cent. of that reported for the whole country, the expenditure 32 per cent. of the total expenditure, and the value of school property 49 per cent. of the total valuation.

The school system is well organized in the majority of the cities and upon essentially the same plan. The general management is in charge of a board of education; the practical administration is intrusted to a superintendent, who is a salaried officer. Since the creation of this office and its general adoption the schools of the different cities have been brought into remarkable agreement as respects gradation, courses of study, and standards and methods of examination; instruction has greatly improved; and school funds have been used with more economy and better returns for the outlay. The following are the chief matters now demanding attention: (1) The increase of school accommodation; (2) the control of truants and absentees; (3) adaptation of studies and methods; (4) the conditions affecting the health of pupils, viz, the construction and sanitary arrangement of school buildings, physical training, and amount and continuity of intellectual effort.

SCHOOL ACCOMMODATION.

A careful study of Table II, appendix, will show that in a large proportion of the cities, especially in the Northern States, school accommodation is kept well up to the demand. Deficiency in this respect in southern cities arises from lack of funds and from the fact that the establishment of public schools is so recent. Where such deficiency exists in the northern cities it is due to the rapid increase of population and is complicated with the problems of immigration, pauperism, and the labor of children.

Hon. Stephen A. Walker, president of the board of education of New York City, reports 9,189 children turned away during the year from lack of accommodation. No definite statements of this kind have been received from other cities, but New York is not alone in the experience. Chicago has established "double divisions" to meet the pressure, and reports 6,668 half time pupils for the current year. Other cities have adopted the same expedient. The following statistics show the status of four of the largest cities of the United States with reference to elementary school provision:

Cities.	Legal school age.	Population.	School population.	Sittings for study.	Enrolment.	Average attendance.	Estimated enrolment in private schools.
New York.....	5-21	1,206,209	393,000	150,484	274,040	133,161	40,000
Brooklyn.....	5-21	566,663	181,083	61,908	96,077	53,194	50,000
Chicago.....	6-21	508,185	137,035	50,303	66,485	45,055	25,000
Boston.....	5-15	362,839	61,056	56,177	54,323	45,647	6,922

It will be seen that Boston is the only one of the four in which the number of sittings is very nearly equal to the school population. The school age in this city includes only the ordinary period of school attendance, viz, 5-15 years; 2,294 pupils above 15 years of age are reported in attendance and 42 below 5 years of age, or a total of 2,336, which would make very little difference in the estimates. The ratio of school population in Boston to total population is 168 to 1,000. Estimated by this ratio the school population of the other cities under consideration would be as follows: New York, 202,643; Brooklyn, 95,199; and Chicago, 84,535. By comparing these figures with the respective number of sittings it appears that for the accommodation of the estimated number of children New York would require 52,159 additional sittings; Brooklyn, 33,291; Chicago, 34,232; whereas the sittings in Boston are only 4,879 less than the school population. Again, Boston is the only one of the four cities in which the enrolment is less than the accommodation, while

at the same time the attendance upon private schools is very small. In other words, the problem of school accommodation appears to have been solved by the public schools of that city. The school committee report 40 per cent. of school children in the primary schools, a number about equal to the total of children from 5 to 8 years of age inclusive, which is the ordinary period of primary school attendance. They report 54 per cent. in grammar and high schools. It must be remembered that these gratifying results have been accomplished in a city affected by emigration and the conditions which lead to the early employment of children, but they have not been accomplished without the liberal use of funds. From the report of the committee previously mentioned it appears that the average expenditure upon a primary scholar in Boston is \$18.45; upon a grammar scholar, \$29.20; and upon a pupil of the high and normal schools, \$87.42.

The matter of school accommodation will not be satisfactorily adjusted until, in addition to overcoming the existing deficiency, measures are devised for anticipating the growth of population.

Upon this point the record of the school board for London is full of suggestion. In the organization of the London board the work under consideration is assigned to the statistical committee, which is directed to ascertain the number of children of school age in a given area, the number of school places already provided, and — after making the necessary deductions for illness and other causes — to recommend to the board the new schools that it may be necessary to provide for the balance. In reviewing the work of this committee for the year the chairman of the board, Mr. Edward North Buxton said :

Looking at the extraordinarily rapid growth in some of these parishes, which is as certain to continue as the sun is to rise in the morning, the question arises whether we are always justified in waiting till the children are on the ground before providing for them, and whether we should not look a little more forward than we have been in the habit of doing in the purchase of sites and building of schools. Not only will it be an economical measure to anticipate by a year or two the arrival of the population, because the sites may be so much more cheaply purchased, but when we remember that an interval of two years elapses from the first recommendation of a school by the statistical committee to its opening, and that the numbers are in the meanwhile in many districts increasing annually with rapid strides, it is clear that large numbers of children will be left for a time without schooling, unless we have regard, not to the *present* population, but to that which we may predict with certainty *will be* the population two years hence. Probably it may be well to tabulate the annual rate of increase in each registration district, and have them before us in considering the accommodation needed. I commend this matter to the statistical committee.

SCHOOL ATTENDANCE.

The legal school age in cities is determined by State laws ; the great diversity in this respect, there being no less than 16 different ages, makes it difficult to estimate the comparative status of the cities as indicated by the reported enrolment in the schools. The lowest limit of the school ages is 4 years, the highest 21, and the average duration of the period 12.7 years. In the majority of civilized countries the period extends from 6 to 13 or 14 years, 16 years of age being the extreme limit outside of the United States. A large enrolment above and below these limits is not to be expected, and all estimates of non-attendance founded upon the difference between the population of legal school age as established in the several States and enrolment or average attendance must necessarily be misleading. By agreement with the superintendents the inquiries sent out from this Office have been shaped with the purpose of ascertaining if possible the *ratio* of school attendance for the ages from 6 to 16. Only 47 cities are able to supply the necessary data. The number is too small to justify generalizations, but the general bearing of the information is significant. It is sufficiently indicated by the following statement, comprising the returns from eight cities:

Cities.	Per cent. public school enrolment is of school population.	Per cent. public school enrolment between 6 and 16 years is of population between the same ages.	Per cent. total public and private school enrolment is of school population 6 to 16 years.
Portland, Me.....	68	91	129
Lewiston, Me.....	46	73	90
Worcester, Mass.....	100	94	145
Albany, N. Y.....	39	59	92
Washington, D. C.....	60	63	86
Richmond, Va.....	27	36	64
Chicago, Ill.....	46	63	97
Ann Arbor, Mich.....	71	76	120

Hon. John B. Peaslee, superintendent of public schools of Cincinnati, presents the following estimates for that city:

Estimated number of school youth between the ages of 6 and 14.....	51, 583
Actual number between those ages attending public schools.....	31, 014
Estimated number between those ages attending church and private schools.....	13, 496
Estimated number between those ages attending charitable and reformatory institutions.....	500

Total school attendance between the ages of 6 and 14 years..... 45, 010

This leaves 6,573 as the number of non-attendants between those ages.

In Binghamton, N. Y., an examination has been made which shows the ratio of absentees to enrolment to be as follows: From 8 to 13 years (that is, the years to which the compulsory law applies), 9 per cent. of the enrolments between those years; from 14 to 16 years, 26 per cent.; from 17 to 18 years, 25 per cent.; from 19 to 20 years, 26 per cent. Similar results would doubtless be obtained in other cities.

In order to arrive at a fair estimate of the number of non-attendants and irregular attendants upon schools who are likely to sink into illiteracy, we should have (1), as a common basis of calculation, the period to which compulsory school laws are applied, where such are enacted; (2) the school census for each of those years; and (3) the number of non-attendants and habitual absentees for each of those years.

In foreign countries school statistics are frequently carried into these details, and it is evident that in large cities where illiteracy threatens to become a startling evil such examination is necessary as a means of determining what the schools are doing and what remains for them to do.

In accordance with its usual practice, the Office stands prepared to issue the necessary blank inquiries and work up the returns whenever a sufficient number of cities give assurance of coöperation in the work.

The following table, drawn from statistics for 1880, furnished by the Census Office, is important in this connection. The counties selected, it will be observed, comprise the chief cities of their respective States, and their population is almost entirely city population:

ILLITERACY IN CITIES.

CXI

Selected statistics of illiteracy, 1880.

State.	County.	Cannot read—10 years and over.	Cannot write.						
			Aggregate white and colored.	White.					
				Total.	Native.	Foreign.	10 to 14.		
							Male.	Female.	Total.
California	San Francisco...	7,245	8,640	5,454	256	5,198	40	59	99
Colorado	Arapahoe	447	563	335	85	240	13	15	27
Connecticut	New Haven	4,440	6,457	5,880	687	5,243	118	80	198
Delaware	New Castle	7,131	8,229	8,071	1,415	1,656	186	178	364
Georgia	Fulton	9,978	11,817	2,048	1,961	67	209	171	380
Illinois	Cook	13,598	16,883	16,094	1,149	14,945	321	275	596
Indiana	Marion	4,053	5,263	3,008	1,742	1,266	67	82	149
Kentucky	Jefferson	14,367	16,508	5,434	2,579	2,855	252	191	443
Louisiana	Orleans	23,166	30,426	6,855	2,299	4,556	417	337	754
Maryland	Baltimore City ..	22,506	28,433	8,908	4,185	4,713	253	196	451
Massachusetts	Suffolk	16,108	20,187	19,251	706	18,545	61	90	151
Michigan	Wayne	6,163	7,648	7,158	1,480	5,678	216	184	400
Minnesota	Hennepin	1,216	1,620	1,538	289	1,249	38	30	68
Missouri	St. Louis City ..	13,836	16,954	9,264	2,259	7,005	302	244	546
New Jersey	Essex	5,425	7,308	6,369	1,117	5,252	172	147	319
New York	Kings	16,490	22,012	20,610	3,190	17,420	566	590	1,158
Do.	New York	50,203	63,062	59,531	5,998	53,533	1,301	1,187	2,488
Ohio	Hamilton	8,292	9,831	7,091	1,786	5,305	107	75	182
Pennsylvania	Philadelphia	25,812	36,575	30,562	8,502	22,060	726	541	1,267
Rhode Island	Providence	18,288	19,142	18,259	2,799	15,460	829	664	1,523
South Carolina	Charleston	34,465	37,914	1,538	1,812	226	166	131	299
Tennessee	Davidson	14,913	17,772	3,357	3,080	337	331	252	573
Virginia	Henrico	16,155	17,888	1,364	1,235	129	122	78	200
Wisconsin	Milwaukee	3,170	3,960	3,922	249	3,673	38	47	85

State.	County.	Cannot write.						
		White.						Colored.
		15 to 20.			21 and over.			
		Male.	Female.	Total.	Male.	Female.	Total.	
California.....	San Francisco...	57	71	128	1,962	3,265	5,227	3,186
Colorado.....	Arapahoe.....	6	10	16	142	150	292	227
Connecticut.....	New Haven.....	126	110	236	2,139	3,812	5,451	577
Delaware.....	New Castle.....	119	119	238	1,072	1,397	2,469	5,158
Georgia.....	Fulton.....	137	155	292	471	905	1,376	9,769
Illinois.....	Cook.....	434	522	956	6,048	8,494	14,542	789
Indiana.....	Marion.....	109	85	194	1,210	1,675	2,785	2,164
Kentucky.....	Jefferson.....	259	228	487	1,787	2,717	4,504	11,074
Louisiana.....	Orleans.....	228	274	502	2,220	3,379	5,599	23,571
Maryland.....	Baltimore City..	328	320	657	3,064	4,731	7,795	19,530
Massachusetts.....	Suffolk.....	143	336	479	5,898	12,738	18,621	996
Michigan.....	Wayne.....	280	281	561	2,731	3,496	6,217	490

CXII REPORT OF THE COMMISSIONER OF EDUCATION.

Selected statistics of illiteracy, 1880—Continued.

State.	County.	Cannot write.						
		White.						Colored.
		15 to 20.			21 and over.			Total, including Chinese and Indians.
		Male.	Female.	Total.	Male.	Female.	Total.	
Minnesota.....	Hennepin.....	82	65	147	619	704	1,323	82
Missouri.....	St. Louis City.....	293	411	704	3,238	4,776	8,014	7,690
New Jersey.....	Essex.....	183	170	353	1,998	3,099	5,097	939
New York.....	Kings.....	363	699	1,062	6,084	12,306	18,390	1,402
Do.....	New York.....	1,490	2,248	3,738	19,404	34,011	53,415	3,501
Ohio.....	Hamilton.....	175	234	409	2,321	4,179	6,500	2,740
Pennsylvania.....	Philadelphia.....	944	1,128	2,072	9,216	18,087	27,253	5,963
Rhode Island.....	Providence.....	1,017	1,080	2,077	5,474	9,185	14,659	883
South Carolina.....	Charleston.....	131	89	220	481	538	1,019	36,376
Tennessee.....	Davidson.....	242	144	386	1,148	1,250	2,398	14,415
Virginia.....	Henrico.....	76	52	128	495	541	1,036	16,524
Wisconsin.....	Milwaukee.....	106	137	243	1,525	2,069	3,594	38

State.	County.	Cannot write.								
		Colored.								
		10 to 14.			15 to 20.			21 and over.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
California.....	San Francisco.....	51	101	152	419	237	656	1,310	1,068	2,378
Colorado.....	Arapahoe.....	4	1	5	27	12	39	114	69	183
Connecticut.....	New Haven.....	9		9	11	12	23	253	292	545
Delaware.....	New Castle.....	301	286	587	315	310	625	1,930	2,016	3,946
Georgia.....	Fulton.....	540	495	1,035	512	694	1,206	3,081	4,497	7,528
Illinois.....	Cook.....	5	6	11	34	27	61	340	377	717
Indiana.....	Marion.....	43	56	99	54	72	126	911	1,028	1,939
Kentucky.....	Jefferson.....	384	323	707	594	646	1,240	3,854	5,273	9,127
Louisiana.....	Orleans.....	693	755	1,448	738	1,288	2,026	8,105	11,992	20,097
Maryland.....	Baltimore City.....	343	515	858	571	1,461	2,032	6,238	10,402	16,640
Massachusetts.....	Suffolk.....	1	1	2	13	9	22	372	540	912
Michigan.....	Wayne.....	5	5	10	13	15	28	204	248	452
Minnesota.....	Hennepin.....	3		3	1	6	7	84	38	72
Missouri.....	St. Louis City.....	165	167	332	243	324	567	3,139	3,652	6,791
New Jersey.....	Essex.....	20	23	43	15	42	57	320	519	839
New York.....	Kings.....	26	27	53	49	55	104	469	776	1,245
Do.....	New York.....	27	38	65	103	98	201	1,259	1,976	3,235
Ohio.....	Hamilton.....	20	34	54	77	116	193	1,142	1,351	2,493
Pennsylvania.....	Philadelphia.....	109	110	219	109	287	396	1,968	3,400	5,368
Rhode Island.....	Providence.....	17	15	32	18	20	38	342	471	813
South Carolina.....	Charleston.....	2,318	2,266	4,584	1,962	2,616	4,578	12,294	14,930	27,214
Tennessee.....	Davidson.....	861	748	1,609	888	895	1,783	4,963	6,000	11,023
Virginia.....	Henrico.....	708	609	1,317	787	969	1,756	5,518	7,933	13,451
Wisconsin.....	Milwaukee.....							16	22	38

From these figures it appears —

(A) With reference to the race and nativity of illiterates :

(1) That the colored illiterates exceed the total white illiterates in all the counties selected from the former slave States, save St. Louis City, Mo., and in no others.

(2) That the colored (including Chinese and Indian) illiterates exceed the native born white illiterates in six counties, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
California.	San Francisco.	San Francisco.
Colorado.	Arapahoe.	Denver.
Indiana.	Marion.	Indianapolis.
Massachusetts.	Suffolk.	Boston.
Missouri.	St. Louis City.	St. Louis.
Ohio.	Hamilton.	Cincinnati.

(3) That the native born white illiterates exceed the foreign in five counties only, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
Georgia.	Fulton.	Atlanta.
Indiana.	Marion.	Indianapolis.
South Carolina.	Charleston.	Charleston.
Tennessee.	Davidson.	Nashville.
Virginia.	Henrico.	Richmond.

(4) That the foreign born illiterates are only slightly in excess of the native white illiterates in the following, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
Delaware.	New Castle.	Wilmington.
Kentucky.	Jefferson.	Louisville.
Maryland.	Baltimore City.	Baltimore.

(5) That in the remaining sixteen counties the foreign born illiterates exceed the native white illiterates in various ratios, the lowest being 2 to 1, and the highest 26 to 1.

(B) With reference to sex :

At 21 years and over the female illiterates are greatly in excess of the males; from 10 to 14 there is a slight excess of male illiterates; from 15 to 20 an excess of female illiterates.

(C) With reference to age :

The number of illiterates between 15 and 20 is slightly in excess of the number between 10 and 14, but the number of illiterates under 20 years of age forms a very small proportion of the total number of illiterates reported.

From this analysis it is evident that the masses of illiterates with which the cities have to contend are chiefly foreign born or colored, and of adult years. It would also be inferred that the existing school provision is not equal to the requirements —

(1) Because of the presence of illiterates from 10 to 14 years of age. (2) Because of a slight increase in the number of illiterates between 15 and 20 years of age over the same from 10 to 14. A study of the statistics of population may possibly show that this last condition is due to immigration.

From the statistics of illiteracy alone it would appear that boys who are neglected in the earlier years of the school period are more likely than girls to make up the deficiency.

Comparison of these figures with those of population may show that this is also an unwarrantable conclusion, as the relative proportion of the sexes in the large cities is continually changed by emigration westward.

The average daily attendance, as reported in Table II, falls far below the enrolment. Comparison cannot properly be made between these columns, as they are not estimated upon the same basis. The enrolment represents not the daily average membership, but all the scholars whose names appear upon the registers for a certain period, which may be half a day, a week, a month, &c. The fact that the average daily attendance

is much less than the number of sittings provided is of more consequence. It is difficult to decide whether it is more important that school provision should be made for all children or that all the provision made should be utilized. With due allowance for unavoidable absence, it is evident that truancy and irregular attendance are sufficient to call for repressive measures. Compulsory school laws suggest themselves as the natural remedy, but so far these have proved a dead letter among us, excepting in those places in which truant officers have been employed and means taken to create and maintain an intelligent public sentiment upon the subject. In the larger cities the necessity of compulsory laws can hardly be questioned, but they will prove useless in the absence of officers specially intrusted with their execution. Meanwhile, it should be remembered that everything which renders the schools attractive and brings them into intimate relation with the requirements of ordinary life tends to overcome the evils of irregular attendance.

PRIMARY SCHOOLS.

The improvement of the primary grades, which has been in progress for several years, continues. Little can be done until they are relieved of overcrowding, and a number of cities have not passed beyond this stage of the upward movement. The highest daily average attendance to a teacher reported is 60; the lowest, 32. No city has reached the limit of 30 pupils, which is the number generally assumed as the largest compatible with the individual attention required by the ideal of primary training.

Among the improved methods of instruction generally adopted are the word method and the phonic system in reading and the Grube system or some modification of the same in computation.

Oral lessons are becoming a prominent feature of primary programmes. These are so arranged as to present, in admirable sequence and by means of appropriate illustrations, ideas of form, proportion, color, and the most familiar objects in nature, and when rightly used excite the young mind to natural and pleasing activity. While admitting the progress that has been made, it must still be allowed that theory enters too largely into the method of primary teachers. It is a matter of common observation that untrained teachers sometimes achieve remarkable success in instructing children. It will generally be found that such persons have quick perceptions, ready command of resources, and unusual ingenuity. These qualities characterize so large a proportion of American girls that any very general failure on the part of our primary teachers would seem to indicate a false system of training or a vain endeavor to meet unreasonable demands. We are far behind German-speaking nations in specializing normal training according to the requirements of different grades, but the idea is gaining recognition among us, and already several city normals have made a specialty of training primary teachers, with excellent results.

If salary were the sole index of the value attaching to service, primary instruction would seem to be held in less esteem among us than that of higher grades. It need hardly be said that compensation is not determined solely by the importance of a work, and it is certainly no disparagement of primary instruction to acknowledge that nature has made more liberal provision for its requirements than for those of higher grades, with the inevitable consequence of lessening its cost. A comparison of the present rates with those which obtained several years ago will show a gradual increase in primary salaries.

HIGHER GRADES.

The schools intermediate between the primary and high derive peculiar importance from the fact that they complete the school training of a large majority of the scholars who enter them. Experience has shown that an extended curriculum cannot be mastered in the years covered by this grade, and it becomes necessary to make careful choice of the studies most valuable for elementary discipline and most necessary in the ordinary intercourse of society. With respect to these studies there is substantial agreement throughout the cities. The schools of intermediate grade have suffered much in

the past from defective methods, memorizing and rote recitation having here been carried to the extreme. A reform has commenced in this respect, with results which promise well for future progress. Under this better management the theory of grammar has been assigned to a later period of the student's career and its place supplied by exercises in composition, spoken language, and the writings of standard authors. The experiment has continued long enough to show that the correct use of the mother tongue is more readily acquired by these exercises than by drill in etymology and syntax. Less time is given to arithmetic than formerly, and it is believed that further reduction may be made without the sacrifice of any important processes. Simple book-keeping and the ordinary forms of business correspondence are recommended for the advanced classes of the grade. Penmanship is better taught than formerly, special teachers being frequently employed for the branch. Drawing has been introduced to some extent, and with excellent results where competent teachers have been employed. The endeavor to make elementary science a feature of these grades has revealed the same difficulty in this country that eminent English scientists have pointed out in their own, namely, the want of teachers prepared to give the instruction. The lifeless routine of memorized recitations is worse than useless in science. It paralyzes the faculties by which the facts of science are apprehended, and renders true progress impossible. This is a matter demanding attention in normal schools. In a few cities special means have been provided for meeting the emergency. With reference to such an endeavor in Boston the annual report of the supervisors contains the following statement:

The admirable courses of lectures by the professors of the Institute of Technology upon different branches of natural science designed to meet the special wants of teachers have produced their effect upon the schools.

City high schools are treated in connection with Table VI, as they are properly classed with secondary schools. The statistics of expenditure, enrolment, &c., for this grade are, however, tabulated in Table II.

From the statistics of daily average attendance it appears that the limits are as follows:

Number of scholars to 1 teacher in —	Lowest limit.	Highest limit.
Primary schools.....	36	60
Grammar schools.....	24	55
High schools.....	17	59

EVENING AND SPECIAL SCHOOLS.

Evening schools are reported in 32 cities, and, where they are maintained, appear to be upon a firmer basis and more efficiently managed than a few years ago. Evening high schools are relatively more successful than those of low grade. This would naturally be expected. They meet the wants of a class of pupils who understand their own necessities and to whom, as a result of previous training, mental effort is easier and more delightful than to the pupils of lower grade. Evening drawing schools are greatly appreciated wherever they exist. Boston and New York maintain a number of special schools adapted to particular classes of children and in other cities similar provision is advocated. The school committee of Bangor, Me., urges the establishment of an ungraded school for the benefit of working boys who are employed in shops and mills part of the year and are consequently unable to keep up with specified grades. The school board of Brooklyn, N. Y., has been asked to establish industrial schools for the benefit of poor children not in public schools. In a number of cities arrangements are made by which the children in orphan asylums attend public schools and the schools of reformatory institutions for children are brought into the system of public schools. Everywhere a

disposition is manifest to adjust the public schools to the wants of all classes and conditions of youth ; the single exception to this tendency is the neglect of children under five years of age. Here we are met with one of the gravest and most interesting problems of modern life and one in reference to which we have much to learn from European nations.

SCHOOL FINANCES.

By reference to Table II, appendix, it will be seen that the report of school finances from most of the cities is so full that the entire cost of the free schools and the expenditure for each particular branch of the service may be estimated. The expense per capita of average attendance does not vary so much as might be expected from the diversity of conditions represented in the cities. The charge of extravagant expenditure is hardly borne out by the record, from which it appears that the expense per capita is not above \$25 in more than 13 cities.

The annual salaries of principals of primary schools range from \$365 to \$1,215; salaries of grammar school principals range for men from \$720 to \$2,250, for women from \$612 to \$1,420, and the salaries of assistants in grammar schools from \$350 to \$2,280 for men, and for women from \$200 to \$895.

MORAL AND PHYSICAL TRAINING.

The relation of the public schools to moral and physical education is justly regarded as a matter of vital importance. That their influence in respect to the former is greater and more excellent than their enemies pretend, no candid and competent judge can doubt. Sectarianism is not and probably never will be allowed any place in their programmes; neither is it the purpose of the American people to commit the religious instruction of their children to this agency. The home and the church are the proper instrumentalities for this work, and if they are not equal to the requirements it is evidence that they need reform or that influences are tolerated amongst us which are fatal to their proper action. It is enough that the schools are not irreligious in their tendency and that by the precepts which they inculcate, the principles which they maintain, and the habits which they develop they are continually promotive of good morals.

With respect to the physical training of youth it must be admitted that Americans make no provision for it by means of their schools, homes, or any other institution. In this matter school officers are not more negligent than the public generally; indeed, their efforts to improve the sanitary condition of school buildings and to intersperse the intellectual exercises of school with suitable physical exercises are often thwarted by public apathy or the parsimony of those who control the public funds.

So far as it can be shown that the schools are injurious to health or an obstacle to the best physical development of the young, so far they should be immediately reformed. It does not follow—nor is there yet any conclusive evidence—that the schools offer the best medium for physical training; on this subject we are just beginning to engage the efforts of specialists. School officers have not been indifferent to the progress of sanitary knowledge, as is shown by the fact that periodical inspection of school-houses, with reports of their condition and suggestions for their improvement, is required in a number of cities. For further details with reference to city schools, the reader is referred to the heading City School Systems in the abstracts of the respective States.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	98	113	124	137	151	152	156	207	220	225
Number of instructors.....	773	837	966	1,031	1,065	1,189	1,227	1,422	1,466	1,573
Number of students.....	11,778	16,620	24,405	29,105	33,921	37,082	39,669	40,029	43,077	48,705

CXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE III.—PART 1.—*Summary of*

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.				Graduates in the last year.		
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	4	20	647	272	264	90	21	16	15
Arkansas	2	5	205	122	83			2	2
California	2	19	644	60	527	21	36	110	
Colorado	1		9	8	6				
Connecticut	1	9	150	15	135	0	0	45	42
Florida	1	7	153	7	6	79	61	8	0
Georgia	1	7	78	67	11				
Illinois	3	35	1,910	296	535	506	573	74	64
Indiana	3	16	617	258	359			51	50
Iowa	4	10	382	133	248	1		49	40
Kansas	2	10	404	76	111	109	108	21	17
Maine	6	31	671	163	298	109	101	113	95
Maryland	2	20	409	26	219	51	113	37	25
Massachusetts	9	77	1,210	152	1,048	2	8	242	135
Michigan	2	13	563	{ 46 (318	25 }	(174)		90	80
Minnesota	3	32	908	{ 127 (179	233 }	90 (58)	221	{ 81	51
Mississippi	2	11	380	132	55	95	98	1	1
Missouri	6	55	1,424	{ 725 (82	617 }			173	39
Nebraska	1	9	274	117	157			40	40
New Hampshire	1	4	35	2	33			2	2
New Jersey	2	11	263	41	222	0	0	78	76
New York	10	175	6,622	{ 600 (675	2,698 }	303 (796)	1,550	{ 644	327
North Carolina	7	57	978	391	462	68	57		
Ohio	3	17	122		122			90	62
Pennsylvania	11	156	5,112	1,945	2,287	480	400	471	350
Rhode Island	1	11	136	10	126			18	16
Tennessee	1	8	161	56	105	0	0	61	59
Texas	2	10	249	{ 60 (49	90 }	20	30	70	70
Vermont	3	17	444	119	292	23	10	76	41
Virginia	2	51	451	216	155	59	21	50	46
West Virginia	5	10	217	92	94	18	13	22	7
Wisconsin	5	58	1,753	382	662	336	373	78	70
Dakota	1								
District of Columbia	2	6	38		38			38	17
Utah	1	2	45	29	16			18	
Washington	1		21	(21)				3	
Total	113	979	27,685	{ (1,324	12,339 }	(1,028	3,794 }	2,867	1,839

Statistics of public normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Whole number.	Increase in the last school year.										
3,125	600	2		4	3	2	2	1	0	3	4
1,700	125	2	1	2	2	1	2	1	2	3	2
2,650		2	2	2	0	2	2	2	0	1	2
1,500	25	1	1	1	0	1	1	1	0	0	1
0		0	0	1	1	1	1	0	0	1	1
180	20	1	0	1	0	1	0	1	1	0	1
9,580	1,266	3	3	3	0	3	3	3	1	2	3
2,250	50	3	2	3	0	2	2	1	0	3	2
1,700		2	1	1	1	2	2			1	2
1,500	100	1		2	1	1	1	1		1	2
2,175	359	6	3	5		3	3	1	1	5	6
2,635	203	2	1	2	1	1	1	1	1	2	2
15,181	362	9	7	8	0	5	5	5	1	6	9
3,709	1,300	1	1	1		1	1	1		1	2
998	371	3	3	3	0	3	3	2	1	3	3
1,080	400	0	0	2	2	1	2	2	0	1	2
4,236	368	6	2	5	4	4	5	3		1	6
1,580	200	1	0	1	1	1	1	1	0	0	1
300	100	1	0	1	0	1	1	1	0	1	1
600	37	2	2	2	1	1	2	1		2	2
10,123	555	9	9	9	4	10	10	9	4	10	10
330	125	6	1	5	1	2	4	1		4	2
235		3	1	3			1	1		3	3
14,810	1,074	11	6	11	10	9	11	6	5	11	11
1,000	100	1	1	1	0	1	1	1	0	0	1
20,000		1	1	1	0	1	1	1	0	0	1
2,000	500	2		2	1	1	1		1	1	1
570	95	3		1	2	3	3	1	1		3
1,200	376	0	0	1	1	1	2			2	2
1,700		1		2	1	2	1		1	2	4
2,556	466	5	3	5	1	4	4	4	2	5	5
		1	0			0	0	0	0	1	1
100		2	2	2			2	1		2	2
		0	0	0	0	0	0	1	0	0	1
											1
104,532	9,187	98	53	93	38	71	81	55	22	76	103

TABLE III.—PART 2.—Summary of

States.	Number of schools in each State.	Number of instructors.	Number of students.				Graduates in the last year.		
			Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.	
			Total.	Male.	Female.	Male.	Female.		
Alabama.....	4	19	635	100	86	196	253	2	1
Arkansas.....	1	8	277	14	20	121	122	0	
California.....	2	7	14		14			12	12
Colorado.....	1								
Georgia.....	4	4	a548	{ ⁽²²⁴⁾ 30	20	75	75	1	
Illinois.....	8	47	a1,053	321	317	53	30	18	9
Indiana.....	10	76	5,199	2,642	1,552	570	435	241	154
Iowa.....	7	39	a944	355	326	45	62	42	33
Kansas.....	2	11	1,144	{ ⁽²⁹⁾ 160	129	{ ⁽¹⁰⁴⁾ 426	296	13	
Kentucky.....	5	38	a576	{ ⁽¹⁰⁴⁾ 107	166	{ ⁽⁸⁴⁾ 2	2	23	22
Louisiana.....	2	9	151	32	99		20	10	5
Maine.....	2	4	52	19	33			4	
Maryland.....	2	4	246	32	163	43	8	6	1
Massachusetts.....	2	8	28		28			17	16
Michigan.....	3	19	156	{ ⁽¹⁰³⁾ 18	35			21	16
Mississippi.....	2	9	168	95	73				
Missouri.....	1								
Nebraska.....	1	11	143	34		62	47		
New York.....	2		14		14			6	6
North Carolina.....	5	20	a530	143	98	26	27		
Ohio.....	8	82	3,920	{ ⁽¹¹⁰⁾ 2,429	947	280	154	116	20
Oregon.....	1	4	61	29	32			3	3
Pennsylvania.....	9	39	a1,351	354	213	152	210	78	68
South Carolina.....	4	21	975	{ ⁽²⁰⁰⁾ 94	52	{ ⁽²⁹⁹⁾ 155	175	34	34
Tennessee.....	12	57	a1,652	{ ⁽¹⁶⁷⁾ 381	337	{ ⁽³⁰⁾ 317	311	66	26
Texas.....	3	16	353	61	71	{ ⁽²²¹⁾ (221)		2	2
Vermont.....	1		6	3	3			6	0
Virginia.....	2	10	a337	8	17	75	150	5	
West Virginia.....	1	8	170	87	83			13	10
Wisconsin.....	2	14	101	45	9	38	9	13	13
District of Columbia.....	3	10	216	83	39	64	30	21	17
Total.....	112	594	a21,020	{ ⁽⁹³⁷⁾ 7,676	4,976	{ ⁽⁷³⁸⁾ 2,700	2,416	778	468

a Classification no

Statistics of private normal schools.

<div> <div>Whole number.</div> <div>Volumes in libraries.</div> </div>		Increase in the last school year.	Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
86	100			0	4	3	1	1	1	0	1	4
4,000	100			0	1	1	1	1	0	0	1	1
100	20		2	1	2			1	1		2	2
200			1		2	3		1				1
4,122	200		3	2	5	5	4	5	5	1	2	4
9,340	800		9	4	10	8	8	8	2		5	9
1,700	70		6	2	6	5	3	5	2	1	3	7
4,230	120		2	1	1	2	2	2	1		1	2
1,980	231		3		5	5	4	5	1	1	2	5
780	30		0	0	2	1	0	0	0	0	1	1
300			2		1	2	2	2				1
			2	1	2	1	1	1	1	1	1	2
					1							
			2		2		1	1	2		1	2
					2	1		1				2
			1		1	1	1	1				1
			1	0	1	1	0	1	1	0		0
			2		2				1	1	1	2
325	43		2		3	2						1
7,956	244		5	2	5	5	5	6	4	2		6
56	56		1	1	1	1	1	1			1	1
4,617	446		5	1	5	3	3	3	1		5	5
250	42		4		3	3	1	2			2	3
2,842	108		6	1	9	8	4	5	3		7	8
550	350		2	1	2	2	1	1	1		2	3
100	100		1	0	1	0	1	1	1	0	1	1
20			0	0	1	1						1
2,100	200		1	0	1	1	0		0	0	0	1
280			2	1	2	2	0	1	1	2	1	2
90	12		2	0	3	1		1	1		2	2
66,888	2,322		67	18	86	68	44	57	30	9	42	80

reported in all cases.

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TABLE III.—General summary of statistics of public and private normal schools.

States and Territories.	Number of normal schools supported by —											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a
Alabama.....	4	20	536							4	19	186
Arkansas.....	2	5	205							1	8	34
California.....	1	16	432				1	3	155	2	7	14
Colorado.....	1		9							1		
Connecticut.....	1	9	150									
Florida.....	1	7	13									
Georgia.....	b1	7	78							4	4	274
Illinois.....	2	26	608	1	9	223				8	47	638
Indiana.....	1	12	588				2	4	29	10	76	4,194
Iowa.....	2	8	343				2	2	38	7	39	661
Kansas.....	2	10	187							2	11	318
Kentucky.....										5	38	377
Louisiana.....										2	9	131
Maine.....	4	21	444				2	10	17	c2	4	52
Maryland.....	2	20	245							2	4	195
Massachusetts.....	6	63	1,099				3	14	101	2	8	28
Michigan.....	2	13	339							3	19	156
Minnesota.....	3	32	539									
Mississippi.....	2	11	187							2	9	168
Missouri.....	5	48	1,290				1	7	134	1		
Nebraska.....	1	9	274							1	11	34
New Hampshire.....	1	4	35									
New Jersey.....	1	10	236				1	1	27			
New York.....	8	125	2,688				2	50	1,285	2		14
North Carolina.....	7	57	853							5	20	241
Ohio.....							3	17	122	8	82	3,436
Oregon.....										1	4	61
Pennsylvania.....	10	128	3,267				1	28	985	9	39	567
Rhode Island.....	1	11	136									
South Carolina.....										4	21	346
Tennessee.....	1	8	161							12	57	835
Texas.....	2	10	199							3	16	132
Vermont.....	3	17	411							1		6
Virginia.....	b1	43	305				1	3	66	2	10	25
West Virginia.....	5	10	186							1	8	170
Wisconsin.....	4	56	1,029				1	2	15	2	14	54
Dakota.....	d1											
District of Columbia.....							2	6	38	3	10	122
Utah.....	d1	2	45									
Washington.....	d1		21									
Total.....	90	823	17,188	1	9	223	22	147	2,992	112	594	13,588

^a This summary contains the strictly normal students only, as far as reported; for total number of students, see the preceding summaries.

^b Partially supported from the proceeds of the national grant of land to agricultural colleges, the normal school being part of an institution so endowed.

^c Receive an allowance from the State.

^d Territorial appropriation.

Appropriations for normal schools.

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. ^a
State Normal School, Florence, Ala.....	\$7,500	.....
Normal School for Colored Teachers, Huntsville, Ala.....	2,000	.....
Lincoln Normal University, Marion, Ala.....	4,000	\$20 00
Tuskegee Normal School, Tuskegee, Ala.....	2,000	17 00
Normal department of Arkansas Industrial University, Fayetteville, Ark..	(b)	(b)
Southland College and Normal Institute, Helena, Ark.....	c400	1 14
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark..	2,000	.....
Normal department of Girls' High School, San Francisco, Cal.....	d5,000	.....
California State Normal School, San José, Cal.....	33,300	77 08
Normal department of the University of Colorado, Boulder, Colo.....	(b)	(b)
Connecticut State Normal School, New Britain, Conn.....	e87,000	80 00
East Florida Seminary, Gainesville, Fla.....	(f)	(f)
Normal department of Atlanta University, Atlanta, Ga.....	(b)	(b)
Normal department of North Georgia Agricultural College, Dahlonega, Ga..	(g)	(g)
Southern Illinois Normal University, Carbondale, Ill.....	h20,190	50 50
Illinois State Normal University, Normal, Ill.....	23,494	49 44
Cook County Normal and Training School, Normalville, Ill.....	i15,000	j27 50
Training school department of public schools, Fort Wayne, Ind.....	(k)	(k)
Indianapolis Normal School, Indianapolis, Ind.....	\ (k)	(k)
Southern Indiana Normal College, Mitchell, Ind.....	l12,000	.....
Indiana State Normal School, Terre Haute, Ind.....	17,000	28 91
Burlington City Training School, Burlington, Iowa.....	(k)	(k)
Iowa State Normal School, Cedar Falls, Iowa.....	8,750	21 00
Normal department of the High School, Davenport, Iowa.....	(k)	(k)
Chair of Didactics, State University of Iowa, Iowa City, Iowa.....	(b)	(b)
Kansas State Normal School, Emporia, Kans.....	0	0
Normal department of University of Kansas, Lawrence, Kans.....	(b)	(b)
Kentucky Female Orphan School, Midway, Ky.....	140	1 75
Peabody Normal School for Colored Students, New Orleans, La.....	(m)	(m)
Peabody Normal Seminary, New Orleans, La.....	n2,900	n28 50
Eastern State Normal School, Castine, Me.....	6,000	30 00
State Normal and Training School, Farmington, Me.....	6,333	63 33

^a Exclusive of appropriations for permanent objects.

^b Appropriation in common with other departments of the university; see Table IX.

^c \$500 from the State and \$160 from the county.

^d City appropriation.

^e Of this, \$75,000 is a special appropriation for new building; there was also an appropriation of \$25,000 from the city for the same purpose.

^f School is supported from interest of funds derived from sale of lands donated by the United States.

^g Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

^h Of this sum \$6,397 were from the fund donated by Congress for seminary and \$1,200 for permanent improvements.

ⁱ County appropriation.

^j County appropriation per capita.

^k Appropriation in common with other public schools of the city.

^l City appropriation for buildings.

^m Sustained by the Peabody fund.

ⁿ From local contributions and Peabody fund, the amount per capita being the amount of these two funds.

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Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. ^a
State Normal and Training School, Gorham, Me.....	\$6,333	\$45 00
Normal Practice School, Lewiston, Me.....	(b)	(b)
Normal department of Maine Central Institute, Pittsfield, Me.....	600	.....
Normal Training and Practice Class, Portland, Me.....	c1,550	.....
Madawaska Training School, Van Buren and Fort Kent, Me.....	1,000	.....
Normal department of Oak Grove Seminary, Vassalboro', Me.....	600	.....
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	2,000	.....
Maryland State Normal School, Baltimore, Md.....	10,000	37 90
Boston Normal School, Boston, Mass.....	(b)	(b)
Massachusetts Normal Art School, Boston, Mass.....	17,000	57 83
State Normal School, Bridgewater, Mass.....	13,800	74 25
Training School for Teachers, Cambridge, Mass.....	c3,380	.....
State Normal School, Framingham, Mass.....	11,200	120 00
Gloucester Training School for Teachers, Gloucester, Mass.....	c3,000	.....
State Normal School, Salem, Mass.....	20,876	55 00
Westfield State Normal School, Westfield, Mass.....	10,350	86 25
Massachusetts State Normal School at Worcester, Worcester, Mass.....	10,925	69 14
Course in the Science and the Art of Teaching (University of Michigan), Ann Arbor, Mich.....	(d)	(d)
Michigan State Normal School, Ypsilanti, Mich.....	c44,500	39 63
State Normal School at Mankato, Mankato, Minn.....	12,000	.....
State Normal School at St. Cloud, St. Cloud, Minn.....	12,000	69 00
State Normal School at Winona, Winona, Minn.....	12,000	32 00
Mississippi State Normal School, Holly Springs, Miss.....	3,000	22 50
Tougaloo University, Tougaloo, Miss.....	2,000	8 68
Missouri State Normal School, third district, Cape Girardeau, Mo.....	8,750	38 21
Normal College of the University of the State of Missouri, Columbia, Mo.....	(d)	(d)
Lincoln Institute, Jefferson City, Mo.....	f15,000	.....
Missouri State Normal School, first district, Kirksville, Mo.....	10,000	20 32
St. Louis Normal School, St. Louis, Mo.....	c9,228	g92 27
State Normal School, second district, Warrensburg, Mo.....	10,000	25 64
Nebraska State Normal School, Peru, Nebr.....	11,750	.....
New Hampshire State Normal School, Plymouth, N. H.....	h8,500	.....
Newark Normal School, Newark, N. J.....	c1,490	.....
New Jersey State Normal School, Trenton, N. J.....	20,000	73 00
State Normal School, Albany, N. Y.....	18,000	72 00
State Normal and Training School, Brockport, N. Y.....	18,000	20 20
State Normal School, Buffalo, N. Y.....	17,599	.....
State Normal and Training School, Cortland, N. Y.....	18,000	51 43
State Normal and Training School, Fredonia, N. Y.....	18,000	.....
State Normal and Training School, Geneseo, N. Y.....	18,000	.....
Normal College, New York, N. Y.....	c95,000	.....
State Normal and Training School, Oswego, N. Y.....	20,000	40 90

^a Exclusive of appropriations for permanent objects.

^b Appropriation in common with other public schools of the city.

^c City appropriation.

^d Appropriation in common with other departments of the university; see Table IX.

^e \$25,000 for building.

^f For two years.

^g City appropriation per capita.

^h Also \$1,350 from city.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year.
State Normal and Training School, Potsdam, N. Y.....	\$18,000	.....
Syracuse Training School, Syracuse, N. Y.....	(b)	(b)
University Normal School, Chapel Hill, N. C.....	2,000	\$5 91
Elizabeth City State Normal School, Elizabeth City, N. C.....	500	8 81
State Colored Normal School, Fayetteville, N. C.....	\$2,500	18 35
Franklin Normal School, Franklin, N. C.....	\$900	.....
New Berne State Normal School, New Berne, N. C.....	\$700	7 69
Newton State Normal, Newton, N. C.....	500	.....
Wilson State Normal School, Wilson, N. C.....	\$900	2 50
Cincinnati Normal School, Cincinnati, Ohio.....	\$7,731	.....
Cleveland City Normal School, Cleveland, Ohio.....	.....	.....
Dayton Normal and Training School, Dayton, Ohio.....	.....	.....
Geneva Normal School, Geneva, Ohio.....	\$1,500	.....
Pennsylvania State Normal School, Bloomsburg, Pa.....	10,000	(h)
Southwestern State Normal School, California, Pa.....	2,500	(h)
State Normal School, Edinboro', Pa.....	5,000	10 50
State Normal School at Indiana, Indiana, Pa.....	11,270	.....
Keystone State Normal School, Kutztown, Pa.....	2,500	(h)
Central State Normal School, Lock Haven, Pa.....	5,000	.....
Pennsylvania State Normal School, Mansfield, Pa.....	5,000	.....
Pennsylvania State Normal School, Millersville, Pa.....	10,000	.....
Philadelphia Normal School for Girls, Philadelphia, Pa.....	\$25,000	.....
Cumberland Valley State Normal School, Shippensburg, Pa.....	9,749	6 97
West Chester State Normal School, West Chester, Pa.....	4,841	(h)
Rhode Island State Normal School, Providence, R. I.....	9,000	50 00
Fairfield Normal Institute, Winnsboro', S. C.....	\$850	.....
Warner Institute, Jonesboro', Tenn.....	\$150	.....
Freedmen's Normal Institute, Maryville, Tenn.....	\$438	.....
State Normal College, University of Nashville, Nashville, Tenn.....	0	0
San Houston Normal Institute, Huntsville, Tex.....	20,000	120 00
State Normal School of Texas for Colored Students, Prairie View, Tex.....	7,600	.....
State Normal School, Castleton, Vt.....	2,000	.....
Johnson State Normal School, Johnson, Vt.....	\$1,800	14 40
State Normal School, Randolph, Vt.....	\$2,146	.....
Bridgewater Normal School, Bridgewater, Va.....	\$385	.....
Empton Normal and Agricultural Institute, Hampton, Va.....	(n)	26 83
Richmond Normal School, Richmond, Va.....	\$1,170	.....

*Exclusive of appropriations for permanent objects.

†Appropriation in common with other public schools of the city.

‡Includes \$500 from Peabody fund.

§Includes \$200 from county and \$200 from Peabody fund.

||Includes \$200 from Peabody fund.

¶Includes \$100 from county and \$200 from Peabody fund.

|||City appropriation.

||||Fifty cents a week for normal pupils.

|||||From State, county, and city.

|||||From county.

|||||Also \$150 from county.

|||||Also \$120 from county.

|||||From State and county.

|||||This institute receives annually about \$10,000 from the State, being its share of the income from the congressional grant of lands to agricultural colleges.

|||||City appropriation; also \$270 from State.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. ^a
Concord State Normal School, Concord Church, W. Va.....		
Fairmont State Normal School, Fairmont, W. Va.....		
Glenville State Normal School, Glenville, W. Va.....	\$1,333	
Storer College, Harper's Ferry, W. Va.....	504	
Marshall College State Normal School, Huntington, W. Va.....	1,333	\$15 15
Shepherd College, Shepherdstown, W. Va.....	1,000	
West Liberty State Normal School, West Liberty, W. Va.....	773	22 00
Milwaukee Normal School, Milwaukee, Wis.....	64,089	
State Normal School, Oshkosh, Wis.....	18,000	26 10
Wisconsin State Normal School, Platteville, Wis.....	22,703	30 66
State Normal School, River Falls, Wis.....	18,521	69 42
State Normal School, Whitewater, Wis.....	25,188	
Dakota Normal School, Springfield, Dak.....		
Miner Normal School, Washington, D. C.....		
Normal department of Howard University, Washington, D. C.....	(c)	(c)
Washington Normal School, Washington, D. C.....		
Normal department of University of Deseret, Salt Lake City, Utah.....	\$2,500	\$62 50
Normal department, University of Washington Territory, Seattle, Wash. Ter..	(e)	(e)

^a Exclusive of appropriations for permanent objects.

^b City appropriation.

^c Congressional appropriation of \$10,000 for all departments of the university.

^d Territorial appropriation.

^e Appropriation in common with other departments of the university; see Table IX.

The comparative summary of normal schools shows a net increase of 5 schools, 107 instructors, and 5,628 students over the figures for 1880. The total increase in the number of normals reporting is 18, the total decrease 13, the increase being chiefly in public normal schools or departments for colored teachers in the South and the decrease chiefly in private normals. The number of city normal schools is 147, representing cities in 13 States; the number of State normals, 90, representing all but five of the States. Only one county normal was reported upon returns to the statistical division, viz, Normal and Training School, Cook County, Illinois; a few others are mentioned in the abstracts. Of the whole number of normals, 113 are public, as against 106 in 1880.

The public normals differ widely in respect to income, appliances, &c.; a few, as may be inferred from the duration of the course, have the characteristics of normal institutes rather than of normal schools.

Considered by geographical position the public normals are distributed as follows:

New England States (6)	21
Middle Atlantic States (6)	27
Southern Atlantic States (4)	9
Gulf States (4)	8
Southern Central States (6)	16
Northern Central States (9)	25
States of the Pacific slope (3)	2
Territories (11)	5

These schools are supported by public funds, subject to inspection by State, county, or city authorities, and for the most part confer a diploma upon their graduates which is accepted in lieu of an examination for the position of teacher in the common school. In

few States there is a permanent endowment fund for normal schools, but as a rule they are sustained by annual appropriations. The estimates are very closely scrutinized, and the debates to which they give rise often become the scene of violent opposition to the schools themselves. It is gratifying to note that the investigations prompted by these periodical attacks have invariably resulted in the vindication of the particular school involved and the consequent strengthening of the system of normal training.

The experience of the Connecticut State Normal School is significant. In 1867, it will be remembered, the opponents of the school had so far prevailed that all appropriation was withheld and the school suspended for two years. Opposition was renewed after the school reopened, but the final issue has been a grand rally for its support; by the unanimous action of both houses of the Connecticut legislature \$75,000 were appropriated in 1881 for a new building upon the condition, already fulfilled, that New Britain should add \$25,000. This result reflects great credit upon the judicious management of those who have had the conduct of the school through its struggles.

APPROPRIATIONS FOR NORMAL SCHOOLS.

Appropriations for normal schools average a little higher than in 1880. The six largest appropriations were as follows: Philadelphia Normal School for Girls, Philadelphia, Pa., \$25,000; State Normal School, Whitewater, Wis., \$25,188; California State Normal School, San José, Cal., \$33,300; Michigan State Normal School, Ypsilanti, Mich., \$44,500; Connecticut State Normal School, New Britain, Conn., \$87,000; Normal College, New York City, \$95,000.

The largest public appropriations to normal schools in the 12 States aided by the Peabody fund were \$20,000 to the Sam Houston Normal Institute, Huntsville, Tex., and \$7,600 to the Normal School of Texas for Colored Students, Prairie View.

REQUIREMENTS FOR ADMISSION TO NORMAL AND TO PROFESSIONAL SCHOOLS.

The tendency is noticeable in the public normals to increase the length of the course and to give it more and more a professional character. In view of these efforts it is important that the relative standing of normal schools and schools of law, medicine, etc., should be understood. The following statements indicate the admission requirements of these several classes of institutions:

Boston Normal School.

Candidates for admission must be at least eighteen years of age, unless an exception is made by a special vote of the committee in charge, and must be recommended for admission by the master or committee of the last school they attended.

A certificate that a candidate has completed the fourth year of the high school course accepted as proof of qualification for admission. The course of study in the Boston high schools embraces the following subjects: Composition; rhetoric; English literature; ancient, mediæval, and modern history; civil government; botany; zoology; anatomy and physiology; chemistry; physics; astronomy; arithmetic, including the metric system; algebra; geometry; plane trigonometry; Latin, or French, or German; vocal music, and drawing. Candidates who have not completed the fourth year of the Boston High School course will be examined on this or its equivalent.

State Normal School, Worcester, Mass.

Candidates must show upon examination good capacity and general intelligence, and the fair attainments in the following branches, viz: reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Normal College, New York.

Candidates must pass an examination in algebra, arithmetic, grammar, geography, history, spelling, and drawing.

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Michigan State Normal School.

Candidates must sustain a thorough examination in arithmetic, elements of English grammar, geography, reading, spelling, and penmanship.

Harvard Law School.

(1) *Latin*.—Candidates will be required to translate (without the aid of grammar or dictionary) passages selected from one or more of the following books: *Cæsar's Commentaries* on the Gallic War, the *Æneid* of Virgil, and the following orations of Cicero: Four orations against Catiline: for Archias; for the Manilian Law; for Marcellus; for Ligarius.

(2) *Blackstone's Commentaries* (exclusive of editor's notes).

Proficiency in French, representing an amount of preparatory work equivalent to that demanded of those who offer Latin, will be accepted as a substitute for the requisition in the latter language.

Harvard Medical School.

(1) *English*.—Every candidate shall be required to write legibly and correctly an English composition of not less than two hundred words, and also to write English prose from dictation.

(2) *Latin*.—The translation of easy Latin prose.

(3) *Physics*.—A competent knowledge of physics (such as may be obtained from *Bal four Stewart's Elements of Physics*).

(4) *Elective subject*.—Each candidate shall pass an approved examination in such one of the following branches as he may elect: French, German, the elements of algebra or of plane geometry, botany.

Dartmouth Medical College.

Applicants for admission must be eighteen years of age, and, unless already matriculates of this institution or graduates of some reputable college, academy, or high school, will be examined as to their fitness for entering upon and appreciating the technical study of medicine.

They will be expected to be familiar with the elementary principles of physics (light, heat, electricity, &c.) on entrance.

Boston University School of Medicine.

Candidates who have taken their first degree in arts, philosophy, or science are admitted without examination.

All others, before matriculation, are examined in the following branches: (1) *Orthography*, English composition, and penmanship; (2) in arithmetic, geography, and English grammar; (3) in elementary physics, by an examination in *Stewart's Prime of Physics*; (4) in Latin, by requiring a translation from *Harkness's Latin Reader* at sight.

Massachusetts Institute of Technology.

Regular courses: To be admitted as a regular student of the first year's class, the applicant must have attained the age of sixteen years and must pass a satisfactory examination in arithmetic (including the metric system of weights and measures); algebra through equations of the second degree; plane geometry; French, grammar through irregular verbs and the first two books of *Voltaire's Charles XII* or an equivalent; English grammar and composition; geography.

COURSES OF STUDY AT HOME AND ABROAD.

By a comparison of Table III with Tables XII and XIII, appendix, it will be seen that the average duration of the course in normal schools is about the same as that of schools of law or medicine.

The faculties of normal schools and educators generally seem to be rapidly approaching agreement as to the essentials of a pedagogic course. Whether there be or be not a science of education is still matter of dispute, but both parties in the discussion allow that the body of facts and principles derived from psychology, physiology, and the history of methods of training should be included in the normal studies. It is also admitted

that the student must have the opportunity of observing for himself and of practising the art in which he desires to become proficient. The extent to which provision is made for the latter requirement is indicated by the table. Seventy-two public and 42 private normals, it will be seen, report "model" departments, while a number not so supplied make arrangements for their undergraduates to teach in other schools. This substitute plan is open to objection, and, excepting under the most judicious management, is of doubtful utility, the direction and criticism of an experienced principal who has some personal interest in the result being quite as important in the practical as in the theoretical part of the training of normal students.

The proportion of normal schools reporting gymnasiums is greater than in previous years, but less than should be the case, considering the importance of physical training in a scheme of popular education. Of all agencies the normal schools can do most to promote the systematic training of the body; their graduates are sought for the very schools in which the need of the exercise is most apparent, while, moreover, it is matter of experience that the notions of school training adopted in the normal schools affect to some extent all classes of elementary schools. Not only should a gymnasium be an adjunct of every normal school, but physiology, hygiene, and sanitation should be included in the curriculum as affording invaluable knowledge to teachers.

The assembling of many persons in the same room is well known to be a condition prejudicial to health; in the case of children in a school the teacher is the only person who can be relied upon to maintain the counteracting influences. It is to teachers, moreover, that we must look in some measure for the diffusion of knowledge with reference to the laws of health. "I have long ceased to doubt," says Dr. Schrodt, "that, apart from the effects of wounds, the chances of health or disease are in our own hands; and, if people knew only half the facts pointing that way, they would feel ashamed to be sick or to have sick children." This may seem an extreme statement, but the progress made in sanitary knowledge leaves no reasonable doubt that human misery may be greatly diminished by a general regard of the laws of health. The subject should be pressed upon the attention of every normal student and be made as familiar to the minds of children as the rudiments of language and numbers.

A larger number of schools report laboratories, museums, &c., than in previous years. With the increasing demand for science teaching, it is hard to understand the opposition manifested in some quarters to appropriations for appliances. The Illinois legislature was the scene of a special manifestation of this false economy during the present year, when the appropriations for the Southern Illinois Normal School were under discussion. The outcome was the reduction of the item of \$1,250 for the library to \$500 and the utter rejection of the proposition for \$500 per annum for the laboratory and \$700 for the museum, a result effected by men of the very class who declaim against cramming and memorising and demand practical training in the schools.

The action of the Illinois legislature offers an unfavorable contrast to the efforts made in other sections of the United States to promote the study of science among teachers.

The course of lectures before the Teachers' School of Science, Boston, consisted for the year 1880-'81 of eight lessons on physics, by Prof. Charles R. Cross; eight on zoölogy, by Prof. Alpheus Hyatt; four on botany, by Prof. George L. Goodale, and four on geology, by Mr. W. O. Crosby. These lessons were illustrated by experiments and specimens in the hands of each student, and were exceedingly interesting as well as instructive. The course was in charge of the Natural History Society; but the entire expense for lectures, specimens, &c., was borne by Mrs. Augustus Hemmenway and Mr. Quincy A. Shaw. Four hundred teachers of Boston and vicinity constituted the class.

The catalogue of the Lawrence Scientific School, Harvard University, announces that: The school also offers facilities to teachers and to persons preparing to be teachers who desire to qualify themselves in the modern methods of teaching science by observation and experiment. A year's course of study, adapted to this purpose, may be selected

from the elements of natural history, chemistry, and physics, including any of the following subjects: physical geography and elementary geology; general chemistry and qualitative analysis; mineralogy; physics; botany; comparative anatomy and physiology; zoölogy.

This course is flexible and comprehensive; the instruction is mainly given in the laboratories and museums of the university, and is of the most practical character, every student being taught to make experiments and study specimens.

There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of \$150 each, for the benefit of graduates of the State normal schools. The manner in which these scholarships are divided among the normal schools is determined by the State board of education.

Similar measures have been inaugurated for the benefit of teachers in other States, but no report of them has been received at the Office.

In this connection it is proper to recall the views set forth in the London Times and in Nature with reference to the debate in the British Parliament in 1878 upon Sir John Lubbock's motion for the addition of elementary science to the subjects for which grants should be given under the education code. The Times says:

To be taught something about gravitation, about atmospheric pressure, about the effects of temperature, and other simple matters of like kind, which would admit of experimental illustration and which would call upon the learner to make statements in his own words instead of in those of somebody else, would be so many steps toward real mental development. At the end of a vacation, even if the facts of any particular occurrence had become somewhat mixed, the pupils would nevertheless preserve an increased capacity for acquiring new facts, and would probably retain these for a longer period; and such are precisely the changes which it should be the province of education to bring about. We would even go further than Sir John Lubbock, and in elementary schools would give an important place to the art of drawing, which teaches accurate observation of the forms of things. The efforts of a wise teacher should always be guided with reference to the position and surroundings of a child at home, and should seek to supplement the deficiencies of home training and example. Among the wealthier classes the floating information of the family circle often, though by no means always, both excites and gratifies a curiosity about natural phenomena; but among the poor this stimulus to mental growth is almost, if not entirely, wanting.

A writer in Nature, referring to the article in the Times, from which the above extract is taken, observed:

In itself the article may present nothing remarkable to the readers of Nature, but, as the deliberate utterance of the leading organ of opinion in this country, it marks a distinct stage of progress toward a more enlightened conception of what constitutes education.

The same writer, in concluding his article, said:

Every day we hear of the ignorance of the working classes; every other month "congresses" are held to devise means to remedy the consequences of this ignorance: ignorance of the laws of health, ignorance of household economy, ignorance of the implements and objects of labor, ignorance of the laws of labor and production, ignorance of the nature of the commonest objects with which they come into contact every day, ignorance of almost everything which it would be useful and nationally beneficial for them to know—an ignorance, alas! more or less shared by the "curled darlings" of the nation. Yet, while every day's paper shows how keen is the industrial competition with other nations and how in one department after another we are being outstripped by the results of better—i. e., more scientific—knowledge, the poor pittance of "elementary knowledge" asked for in Sir John Lubbock's bill is refused.

Those who have watched the progress of elementary schools in England are aware that the movement in favor of science has led to the very result which we are endeavoring to accomplish in our normal schools, viz, the preparation of teachers to give the instruction required.

Normal school training should embody, and in the best schools does embody, the results of the most careful and the most intelligent consideration of the subjects, methods and aims of popular education. This relation to the whole work of elementary education gives special importance to every new point in the progressive history of this class of schools. The annual reports of the principals of the most efficient normals afford

matter which might advantageously be brought to the attention of all teachers and of all persons who, either in the capacity of parents, voters, legislators, or critics, are interested in the education of children. It is impossible to read these records and follow the progress of the work to which they give formal expression without being impressed with certain characteristics of our system of training teachers. It is in essence rational, flexible, and progressive.

It would be easy to indicate particulars in which foreign systems excel our own. In England the scholastic standard is perhaps higher. Upon the Continent there is a better classification of normals and a more methodical arrangement of details. We may study these examples with profit, but we have nothing to gain by their servile imitation. The attention of our educators has been frequently directed to the German and French training schools; we have had less occasion for considering the status of the same work in Great Britain. The following statements from the report of the committee of council on education in England and Wales, and the same in Scotland, afford, it is believed, some valuable points of suggestion and comparison:

With the view of encouraging the study of scientific subjects in training colleges, it has of late years been arranged that success in the examinations in science, held by the science and art department, shall be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools. The record of examinations under this provision in 1881-'82 is as follows:

	Males.	Females.
England and Wales:		
Total number examined.....	1,349	1,298
Total number of passes.....	1,713	475
Scotland:		
Total number examined.....	306	0
Total number of passes.....	295	0

It will be observed that a number of students passed in more than one subject.

Languages now enter into the course of study in all the training colleges for masters and in several of those for mistresses. French is the language most generally taken; Latin comes next.

In Scotland the system introduced by the code of 1873, of combining attendance at university classes with the efficient course of practical professional training provided by the inspected training colleges, is producing satisfactory results. In 1880, 146 students availed themselves of this arrangement; the number at the latest report was 117 attending the following classes: Latin, Greek, mathematics, English literature, natural philosophy, and logic.

It is proper to observe that in Great Britain and in European countries generally pedagogic training leads to more permanent employment and a more definite career than in the United States.

TEACHERS' INSTITUTES.

One of the most important subjects engaging the attention of school authorities in the United States is the adaptation of normal training to the improvement of the great body of teachers who supply the rural schools. It is needless to suggest that a large proportion of these teachers are persons of very ordinary attainments, with little or no special preparation for their work. Summer normals, normal or teachers' institutes, and the special or shorter courses offered by some of the regular normals have grown out of the necessity of doing something to save the country schools from the dubious efforts of untrained novices. These agencies have proved so efficient that they have been made an

integral part of the school system, and their organization and conduct are among the most prominent topics of discussion in the various pedagogical associations of the States.

Detailed statements of the institutes held during the year will be found in the abstracts of the appendix under the head of Training of Teachers.

NORMAL TRAINING IN THE COLLEGES.

The science and art of education attract more and more attention in universities and colleges. Chairs of pedagogics are reported as having existed last year in the Universities of Michigan, Missouri, and Iowa. The course of lectures delivered during the year by G. Stanley Hall, PH. D., for the benefit of Boston teachers, indicates the interest of Harvard University in this matter.

In his annual report for 1880-'81, President Eliot makes the following statement with reference to Mr. Hall's lectures:

In the first four months of 1881, G. Stanley Hall, PH. D., university lecturer on pedagogy for the year 1880-'81, gave a course of twelve lectures on Saturday mornings at Wesleyan Hall, Boston, to an audience composed chiefly of teachers. The action of the university in directing attention to the philosophy of teaching and in causing Dr. Hall's lectures to be delivered at a time and place convenient for the teachers of Boston and the vicinity, was received with favor by many persons interested in the subject, and the corporation received, at the close of the course, the public thanks of the teachers who had attended it.

The following statement from a recent paper by W. H. Payne, professor of the science and the art of teaching in the University of Michigan, sets forth the work as conducted in that university and answers several inquiries which have arisen:

The chair of the science and the art of teaching was established by a unanimous vote of the board of regents, June 29, 1879. This subject had long before received the careful consideration of President Angell and had been commended to the attention of the regents in his annual reports. Before asking the regents to take formal action in the matter, the president submitted the plan to the faculty in the department of literature, science, and the arts, and by a unanimous vote it was commended to the board of regents.

This action of the president, faculty, and regents was based on a state of facts of long standing. The University of Michigan, as the highest educational institution in the State and as the head of our educational system, had for years been supplying the higher positions in the public school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation; and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. This state of facts becomes more significant when it is recollected (1) that the principal high schools of the State are preparatory schools to the university, (2) that these schools naturally look to the university for their principals and assistant teachers, and (3) that these secondary schools educate large numbers of teachers for the common schools. It seemed, then, that the teaching service of the State might be usefully affected by making the science and the art of teaching a regular branch of instruction in the university.

It should be stated, at the outset, that there is no "normal department" in the University of Michigan. There are merely courses of instruction in the science and the art of teaching, just as there are in science and in mathematics, save that, while the former are wholly elective, some of the latter are required; but, in both cases, the courses count toward a degree. What is called a "teachers' diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teachers' course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. From the very nature of things, the normal school and the university cannot be competitors in a way that will noticeably affect either institution. In the first place, it is not at all probable that any pupil will apply for admission to the university for the sole purpose of studying pedagogics. At best, this would occupy only one-half his time. If he

enters at all, he will almost inevitably pursue courses that are not offered by the normal school, which, in its academic work, is merely a school of secondary instruction. As a matter of fact, there has not been the slightest effect injurious to the normal school through the introduction of courses in pedagogics into the university. The present year of the normal school is one of the most prosperous in its entire history.

At their best, these two schools can do but a fraction of the service the State requires in the education of teachers. A part of this work would not be done at all if not done by the university, not even if there were three normal schools, as there should be if the teaching force of the State is to be even moderately recruited. It might be reasonably expected that if the professional education of teachers should receive a larger share of public attention through the introduction of this subject into the university the general effect must be favorable to the normal school. * * *

For the year 1879-'80 two courses of instruction were offered, as follows: (1) practical, devoted to the organization and management of public schools and to the more important details of school room work; (2) theoretical, devoted to the teaching of a body of public school doctrine. Each course occupied two hours per week for a half year. * * *

For the year 1880-'81 both the above courses were raised to four-hour courses, that is, the time given to each was doubled. Scarcely any change was made in the management of course 1 and the result was quite as satisfactory as in the preceding year. In course 2, instead of teaching wholly by lecture, as I had done at first, I made Bain's Education as a Science the basis of my instruction. This gave me several advantages that at this stage of my work were essential: (1) There was a body of doctrine formulated and printed and recommended by a distinguished name; (2) my teaching, based on a printed text, could be made definite. The subject proved to be difficult, but the very difficulties inspired my pupils with a respect for the study. Better than this, the doctrines were found to be very fruitful in their practical applications, and so there emerged a new spirit: a taste for philosophizing on educational questions. I would do myself injustice (a thing no one has a moral right to do) if I were to allow the inference that none of this spirit was awakened in the first year of the course; but it fell far short of what I desired and expected. On the whole, the gain was considerable, and I began to feel some degree of satisfaction with what I thought to be my real work in the university: that of teaching a body of educational doctrine as the basis of a rational art of teaching.

From the summary here presented it is evident that pedagogic training in the United States has developed a natural gradation.

Summer normals and normal institutes, normal schools having one or two years' course, normal schools having four years' course, and chairs of pedagogy in the universities correspond to different demands in the same general department. They are practical expedients created for the most part as the want was felt and afterwards found justifiable upon philosophic principles. There is needed just now a mind at once philosophic and practical to differentiate and systematize these several agencies, to adjust each to its province and coordinate all together in the interest of the various requirements of the school service of our country.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1872-1881:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.	58	112	126	131	137	134	129	144	162	202
Number of instructors.	268	514	577	594	599	568	527	535	619	704
Number of students	8,451	22,397	25,892	26,109	25,234	23,496	21,048	22,021	27,146	34,414

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TABLE IV.—*Summary of statistics of commercial and business colleges.*

States and Territory.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
Alabama	1	5	130	130	0	1,200	0
California	8	41	a1,072	996	73	3,660	200
Connecticut	1	3	149	100	49	.....	.....
Georgia	2	7	b308	267	.....	75	75
Illinois	22	83	c4,836	2,896	1,904	18,446	354
Indiana	8	38	d2,000	1,262	632	956	55
Iowa	10	46	e1,864	1,582	283	344	64
Kansas	3	8	432	382	80	.....	.....
Kentucky	3	12	490	364	126	50	25
Louisiana	2	11	366	275	91	1,710	15
Maine	4	17	898	721	217	1,350	90
Maryland	2	22	1,138	675	463	400	.....
Massachusetts	7	36	f1,227	808	74	.....	.....
Michigan	9	29	1,337	1,085	307	.....	.....
Minnesota	4	12	g554	172	82	425	25
Mississippi	3	12	150	150	0	1,200	25
Missouri	10	57	h1,845	1,367	297	3,345	100
Nebraska	1	2	120	90	63	.....	.....
New Hampshire	4	7	140	105	35	.....	.....
New Jersey	7	39	1,275	716	559	1,650	185
New York	22	93	5,641	4,203	1,547	3,460	95
North Carolina	1	1	.....	.....	.....	.....	.....
Ohio	24	69	i2,630	1,276	563	3,695	120
Oregon	1	3	170	100	70	200	20
Pennsylvania	19	61	j2,660	1,121	601	556	8
Rhode Island	2	11	474	395	79	160	9
Tennessee	6	14	440	394	106	50	0
Texas	7	13	k494	413	94	.....	.....
Vermont	1	2	125	125	.....	.....	.....
Virginia	1	1	44	23	21	542	6
West Virginia	1	4	90	60	30	.....	.....
Wisconsin	8	32	1,306	1,068	308	431	60
Washington	1	3	19	19	.....	.....	.....
Total	202	794	l34,414	m23,305	m8,256	44,095	1,531

a Not reported of 3 whether they are in day or evening school.

b Not reported of 41 whether they are in day or evening school.

c Not reported of 966 whether they are in day or evening school.

d Not reported of 106 whether they are in day or evening school.

e Not reported of 45 whether they are in day or evening school.

f Not reported of 350 whether they are in day or evening school.

g Not reported of 300 whether they are in day or evening school.

h Not reported of 181 whether they are in day or evening school.

i Not reported of 845 whether they are in day or evening school.

j Not reported of 938 whether they are in day or evening school.

k Not reported of 52 whether they are in day or evening school.

l Not reported of 3,827 whether they are in day or evening school.

m 974 attended both day and evening school.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1881, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	42	55	95	130	129	159	195	232	273
Number of instructors.....	73	125	216	364	336	376	452	524	676
Number of pupils.....	1,252	1,636	2,809	4,090	3,931	4,797	7,554	8,871	14,107

TABLE V.—Summary of statistics of Kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.	States.	Number of schools.	Number of teachers.	Number of pupils.
Alabama.....	1			Missouri.....	60	214	27,002
California.....	17	29	546	Nevada.....	1	2	50
Connecticut.....	4	6	81	New Hampshire.....	1	1	15
Delaware.....	2	4	30	New Jersey.....	12	23	501
Illinois.....	19	34	611	New York.....	37	97	1,689
Indiana.....	4	9	93	North Carolina.....	4	6	25
Iowa.....	4	11	168	Ohio.....	12	34	448
Kansas.....	3	5	76	Pennsylvania.....	25	58	674
Louisiana.....	1	5	63	Rhode Island.....	2	6	68
Maine.....	2	2	104	Virginia.....	4	8	43
Maryland.....	3	9	69	Wisconsin.....	12	24	457
Massachusetts.....	20	37	647	Arizona Territory.....	1	1	16
Michigan.....	7	8	150	District of Columbia.....	10	20	303
Minnesota.....	5	18	173	Total.....	273	676	14,107

a Includes some pupils receiving primary instruction.

It is unnecessary to call attention to the rapid advance of Kindergärten in number and popularity. The increase of pupils over those reported last year has been 60 per cent. This prosperity is indicated strongly in that their claims upon the public for support and encouragement are being attended to more frequently, their methods are approved, their spirit is commended, their principles acknowledged to be correct, and their beneficence urged by educators and philanthropists. In these matters and in many others the Kindergarten occupies a position of promise, and its advocates and teachers are assured of an ever increasing field of labor and usefulness.

The San Francisco Public Kindergarten Society has recently published a report of progress during its first three years of existence. It was organized in the summer of 1878 by public minded citizens urged forward by the arguments and influence of Prof. Felix Adler, of New York, then visiting San Francisco. The object of the society is "to establish free Kindergärten, with a view of conferring the benefit of Kindergarten education upon the children of the poor, of rescuing them from the vicious examples of the street, saving them from the cruel consequences of neglect, and so to develop in them the elements of skill that they may become useful and honorable members of society in later years." The first Kindergarten was established in September, 1878, in a destitute section of the city. It met much opposition, but was enabled to carry on its work by the support of steadfast friends and the approval of the intelligent citizens who were watching its progress. At length it won popular favor. Now it is "talked over in every class of society, in every corner of the city," and "is discussed charitably,

financially, industrially, religiously, artistically, morally, intellectually, and educationally." Six schools have sprung up to extend the work commenced by the earliest. Attendance is measured by the capacity of the rooms. Thought is given to the instruction, to the care and comfort of the pupils, and to their homes and parents, so that the good results of these schools are far reaching. The charity work of Kindergarten has ever been a prominent feature in their operations. Not in San Francisco alone do the schools send comfort, courage, and germs of intelligence into dark and desolate homes through the children gathered in them, but in other cities women of culture and wealth have bestowed time, labor, and money on similar enterprises. As Mrs. Cooper and her Bible class have aided the extension of the Kindergarten in San Francisco, so churches, societies, and individuals have labored for them and through them in eastern cities. Boston is dotted with schools established by Mrs. Q. A. Shaw, in which children receive care, education, and clothing, if necessary. The number of schools and nurseries owing their existence to her is said to be forty, and other ladies in the same city have imitated her to a less extent. In Chicago Mrs. E. W. Blatchford has established a school at her own expense. A full sketch of the charitable Kindergarten work in this country would be replete with incidents illustrative of the value of these efforts for the children of the poor and a most interesting chapter in the history of home missionary work.

PUBLIC SCHOOLS AND KINDERGÄRTEN.

The experience of St. Louis with Kindergärten in connection with the public schools has been extensive and instructive. During the school year 1880-'81, 8,635 children received Kindergarten instruction either alone or in connection with primary teaching. Even in that city the ingrafting process by which the public school system is joined to the Kindergarten is not complete or satisfactory. The steps and methods of transition from its schools and instruction to the methods adopted in the ordinary public school are not determined beyond question. A favorable solution of the difficulties is, however, anticipated, though the differences to be harmonized are serious. Superintendent Hon. Edward H. Long speaks of them as follows:

The former [Kindergarten] recognizes education as the unfolding of spirit, a process of developing or bringing to consciousness that which exists potentially within. The knowledge of the external is the means, not the end, and the methods are definite for the accomplishment of its end. The old method of primary instruction recognizes, or at least proceeds as if it recognized, the external as the end, and, if the notion is entertained that somehow intellectual or moral culture is involved, it is vague, and only indefinite means are adopted to accomplish such end.

Miss M. J. Lyschinska, writing from an English standpoint on difficulties in infant schools, touches the questions of the relations of Kindergärten to the primary grade of public schools. Her idea seems to be that it is not always practicable to bring children to a prescribed point in intellectual acquirement at a given age, but that different children require different periods for the acquisition of the knowledge required for profitable entrance into the public schools. The time allowed should be long enough for the child's mind and nature to be unfolded in a Kindergarten up to where it has (in a symmetric growth) acquired the knowledge specifically needed for entrance upon the usual school routine, in connection with the graces and powers brought into service by judicious Kindergarten training. She attempts no solution of the question how children accustomed to instruction according to Kindergarten principles are to acquiesce readily in the tiresome methods of common teaching. Perhaps it needs none. The president of the New York Normal College, Thomas Hunter, PH. D., reports on the effects of Kindergärten in such a way as to banish doubts on this point. He says:

The question naturally arises, what is the effect of the Kindergarten instruction on the children when they reach the higher grades of the school? The effect has been tested by comparing them with children who have not had the benefits of the Kindergarten; and we have invariably found that the children trained in the Kindergarten are brighter,

quicker, and more intelligent; and that especially in all school work, such as writing and drawing, requiring muscular power and flexibility in the wrist and fingers they preëminently excel.

It would be hard to find teachers of lower grade public schools who would report with general unanimity such results from their system of instruction as the Kindergartners claim for theirs, which are shown in Table V of the appendix to this report, pp. 413-447. These effects are summed up by an English lecturer as follows:

What the Kindergarten has to show are happy, healthy, good natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state. The Kindergarten rejects reading, writing, ciphering, spelling. In it children under six build, plait, fold, model, sing, act; in short they learn in *play* to work, to construct, to invent, to relate and speak correctly, and—what is best of all—to love each other, to be kind to each other, to help each other. One thing more I must mention which children do learn in the Kindergarten and which comprises all their infantine accomplishments: they learn to play together, an accomplishment of the greatest moral importance to children of all ages.

Although there is a variance between the Kindergarten and the common methods of instruction, the confident expectation of many observers is that the hindrance to their union will be overcome. The public cannot afford to lose the benefit of Kindergarten principles and influences. A widely circulated magazine, whose words are of weight with a numerous class of citizens, is reported as saying that "probably the day will come when school boards will realize that the Kindergarten, which brings under proper influences the rough little wanderers on the city streets, is a school which cannot be too carefully tended and heartily encouraged."

NORMAL KINDERGARTEN INSTRUCTION.

The efforts to train Kindergarten teachers are to be highly commended. This system of instruction is not so transparent that the untutored can comprehend its principles and apply them profitably. Its simplicity is not that of a first thought, but that of a perfected idea, a finished structure. The nature and peculiarities of instructing children are not readily perceived by the inexperienced mind. Those who would educate them in accordance with their individual characteristics must know upon what material they are putting an impress and how they may make it the most effective of good. The mere proposition of a person to open a school for Kindergarten instruction does not make it certain that the person is qualified for the undertaking and will lead the children that attend into the paths of highest gain. Practical work under an experienced teacher is needed for the training of a Kindergarten teacher. This position might be supported by quotations from numerous authorities in Kindergarten education. Miss Kate D. Smith, of the Silver Street Kindergarten, San Francisco, says:

The first companion of children should be an adept in the science and art of education. It is impossible to get any practical idea of Fröbel's philosophy without earnest study under a capable instructor; it is impossible to execute the work in the different Fröbel occupations and bring it to its legitimate end without guidance and direction; and it is utterly and entirely impossible to catch the necessary inspiration unless the student passes the period of her training in the Kindergarten itself.

Dr. Hunter considers "an able and thoroughly trained Kindergarten teacher" the first condition of success in Kindergarten work. Miss E. Shirreff, president of the London Fröbel Society, writes:

If the teacher be really wise and careful, then is the class soon, in very truth, the garden where children grow and expand as nature directs, all hindrance cleared away and all help given to make the growth healthy and equal in all its parts. If she lacks these qualities, then the system fails in her hands; but, instead of undervaluing the system, we should only deplore that here also—as, alas! too often elsewhere—the holy work of education is trusted to the half educated.

Rules have been issued by the Austrian minister of instruction in respect to normal Kindergarten training. Pupils in the normal schools are to visit a Kindergarten once

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a week in their third year and spend a considerable portion of their practice time during the next year under the direction of the Kindergarten. Those wishing to become Kindergarten instructors must also pursue special studies. The minimum age for entering the courses is sixteen years. A certificate of fitness is issued to pupils of the training school for female teachers who have received the instruction in music and gymnastics, passed the final examinations, taken the course in the occupations, and given evidence of theoretical and practical knowledge of the Kindergarten. The right to conduct an independent Kindergarten may be granted to those who can show at least two years' successful practice in such work.

ESSENTIAL NEEDS OF A KINDERGARTEN.

A translation of a German statement of the essential needs of a Kindergarten recently appeared in the *New Education*. It is worthy of a careful reading by all interested or engaged in this method of instruction, and is as follows:

(1) *Rooms*.—According to the number of pupils, two or three spacious rooms are needed, also an anteroom for their wrappings. The largest room is used for the movement games, the others for the occupations and games at the tables. In the latter there are needed, besides tables and chairs, two glass cases; in one of these the occupation material is kept, in the other the work of the children, curiosities, specimens, &c., are preserved. The walls are furnished with the necessary cards, pictures, &c.

(2) *The garden*, which should not be wanting in a normal Kindergarten, must offer the necessary room for a playground (for the warm season sufficiently shaded by trees), for a sufficient number of garden beds, and for the cultivation of common plants, herbs, and shrubs for purposes of instruction.

(3) *The guidance* of the Kindergarten is to be intrusted only to well prepared Kindergarteners. They must have passed at least a year in a good training school, and must have had some experience in practice under reliable direction. In addition, the Kindergarten should be of a gentle disposition and should love children. Musically, she should be able to sing the Kindergarten songs in a pleasing though not voluminous voice and to teach them correctly.

(4) *The number* of pupils for one Kindergarten should not be many more than twenty; at least this number should not be exceeded in private or family Kindergärten, since it is impossible for one person to superintend more children and to attend to individual wants and to proceed methodically. In public Kindergärten financial considerations may render it difficult to adhere to this limit; yet, if there is to be a shadow of methodical training, a second Kindergarten must be employed as soon as the number of children exceeds forty, so that two separate divisions may be formed.

(5) *The time table* must be so arranged that the spontaneous wishes of the children may be respected; all pedantry in following it should be avoided; and it should be readily modified by the inclinations of the children, the season, the weather, &c. The Kindergarten must never be made into a school and must ever be a place for spontaneous play and work on the part of the children. All undue physical and mental exertion is to be avoided, and the various ages are to be taken into account.

(6) *The supervision* is to be placed in the hands of ladies, more particularly of mothers, who understand best the wants of early childhood. This does not exclude aid on the part of gentlemen who have the necessary pedagogic culture. All who are intrusted with the supervision should be theoretically and practically familiar with Fröbel's methods of education.

SECONDARY INSTRUCTION.

Secondary instruction is an expression employed to indicate a grade between elementary and superior instruction, but varying in different countries according to the greater or less extent to which provision is made for liberal culture and for special training. The statistical summary on page cxi of pupils receiving secondary instruction shows that the

expression "secondary instruction" has a wide application in the United States. The total of these pupils is 224,815, or about 1 in every 223 of the population. A number of the schools in Tables VI and VII have preparatory departments to which children are admitted as young as 6 years of age; under favorable circumstances the course which is strictly preparatory to college is commenced at 10 or 11 years of age. Secondary instruction proper begins at about 13 years of age and is from 2 to 6 years in duration.

High and normal schools are regulated by the school laws of their respective States or cities; preparatory schools sustain the most intimate relation to the colleges and universities; secondary schools are variously constituted and controlled. These several classes of institutions have so many points both of agreement and contrast that neither separate nor collective characterization affords an exact estimate of their operations.

High schools are apparently strengthened by the opposition which they find from time to time encounter. The history of free schools in the North and West, their more recent development in the South, and the experience of foreign nations in the same direction afford convincing evidence that no system of public education can maintain an efficient existence without high schools, or the grade of instruction given in them. It is neither possible nor desirable that they should absorb all the functions of secondary education, but it is undoubtedly true that they offer the only adequate means for the accomplishment of some of its chief purposes. The transformations which are constantly demanded by the development of society are most readily brought to pass in institutions which are a common interest to all classes and which have resources practically unlimited. The present is a transition period in our country, and those familiar with the inside history of our schools are aware that the high schools are taking the initiative in the adjustment of educational processes. This fact was strikingly illustrated in the dedication of the noble structure in Boston for the accommodation of the Latin and English high schools.

Here were represented all subjects of study and all profitable exercises; here provision had been made alike for the classics and for science, for physical and for mental training; here, indeed, was exemplified on a grand scale what ought to be and what is rapidly becoming a feature of our public schools of secondary grade, namely, the adaptation of material appliances to ideal results, of educational theory to living issues.

With few exceptions the schools included in Tables VI and VII represent what the English aptly call "voluntary schools," i. e., those originating with people acting in their private or individual capacity and not as a body politic. Above 50 per cent. of all the scholars of secondary grade in the United States are enrolled in the schools reported in Table VI. As a rule these schools are less progressive than the public high schools, and such of them as depend solely upon tuition fees are apt to decline as public schools improve. Of the total number 42 per cent. are reported under the auspices of religious denominations, while a number tabulated as non-sectarian have some church affiliation. Intolerant sectarianism has had very little survival in these schools, and it is evident that they command patronage mainly on other than denominational grounds. They are generally controlled by a board of trustees appointed with some reference to their fitness for educational affairs and their ability to afford a trustworthy guarantee of the character of the school. They will always be an important factor in the progress of Christian communities, and it is gratifying to observe that the several denominations in the United States are moving for the larger endowment and more efficient conduct of the secondary schools under their patronage.

General statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II). ^a	In normal schools (Table III). ^b	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama.....		560	1,007		265	20	47	1,899
Arkansas.....	68	243	620			564		1,495
California.....	1,484	57	4,185	443	135	1,178	34	7,516
Colorado.....	132		299	60		113		604
Connecticut.....	580		1,761	1,074	20			3,435
Delaware.....	110		723		37			870
Florida.....		140	1,064					1,204
Georgia.....	418	150	9,803	458	510	70	877	12,286
Illinois.....	1,824	1,162	6,809	662	269	2,977	77	13,770
Indiana.....	1,272	1,005	2,524		19	1,809	141	6,770
Iowa.....	590	108	4,949	55	268	1,769	15	7,754
Kansas.....		1,043	262		105	839		2,299
Kentucky.....	873	88	3,649		785	594		5,989
Louisiana.....	267	20	745		92	1,213	40	2,377
Maine.....	1,142	210	1,926	580		45		3,903
Maryland.....	2,083	215	2,560	392	75	360	6	5,641
Massachusetts.....	6,801	10	2,666	2,499	92	192		12,260
Michigan.....	2,323	174	1,275	110		1,361		5,248
Minnesota.....	186	369	2,061		20	421		3,057
Mississippi.....		193	3,266		308	557	437	4,761
Missouri.....	1,232		3,785	379	467	1,101	274	7,238
Nebraska.....	100	109	526			360		1,095
Nevada.....						40		40
New Hampshire.....	438		1,982	702	182			3,304
New Jersey.....	1,185		4,041	377	39			5,642
New York.....	3,908	2,649	19,045	2,127	1,042	2,944		31,715
North Carolina.....		178	3,985		200	616		4,929
Ohio.....	4,796	434	3,478	299	197	3,726	93	13,023
Oregon.....	201		1,655		35	785		2,676
Pennsylvania.....	2,514	1,242	6,824	1,152	360	1,908	52	13,962
Rhode Island.....	548		370	433				1,351
South Carolina.....		629	2,227	150	271	858		3,636
Tennessee.....	460	658	5,929	420	515	1,122		9,104
Texas.....		271	3,482		287	1,153		5,196
Vermont.....		33	2,765	167	50			3,015
Virginia.....	499	305	1,949	254	201	73	108	3,386
West Virginia.....		31	745		56	134		906
Wisconsin.....	371	756	2,179	492	224	850		4,872
Dakota.....								
District of Columbia.....	234	94	1,177			359		1,864
Indian.....			296					296
New Mexico.....			1,229					1,229
Utah.....			2,553			202		2,755
Washington.....			218			113		331
Wyoming.....			73					73
Total.....	36,594	13,136	122,617	13,275	7,016	29,976	2,201	224,811

^a In 134 cities.^b Strictly normal students not included.

Preparatory schools, Table VII, are located chiefly in the Middle and New England States, in which section secondary education, as distinct from elementary and collegiate, is most completely organized. The preparatories include a number of endowed academies which justly rank among the most noted institutions of the country. They have ample resources and are admirably furnished as regards teachers and material appliances, and they have preserved to us from our earliest history a conception of secondary instruction which is among the most precious of our inheritances from the past.

The act of incorporation of Phillips Academy at Andover, dated October 4, 1780, sets forth the purposes of the institution as follows: "For promoting true piety and virtue, and for the education of youth in the English, Latin, and Greek languages, together with writing, arithmetic, music, and the art of speaking; also, practical geometry, logic, and geography, and such other of the liberal arts and sciences or languages as opportunity may hereafter permit and as the trustees hereinafter provided shall direct." The constitution of the academy includes among the subjects in which the students are to be instructed "the great end and real business of living."

The founder of Phillips Exeter in defining the duties of the instructors says: "Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed every other care, well considering that, though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." In another place he says again: "And in order to prevent a perversion of the true intent of this foundation, it is again declared that the first and principal design of this institution is the promoting of virtue and true piety, useful knowledge being subordinate thereto."

In this spirit our secondary schools must be maintained, especially those which are likely to draw patronage from the most prosperous families, if we would not have our "wealth outstrip our civilization."

The consideration of particular institutions and localities gives a more favorable impression of our secondary education than the survey of the whole country. In this broader view it seems that the interests of education in our midst could not be better served than by an investigation of this class of schools, conducted under the united authority of all the agents concerned in their maintenance. The particulars to which inquiry should be directed are the cost of the service, qualification of the teachers, personnel of the scholars, curricula, and results.

The tables afford much information on these points, but it is incomplete, and in the case of the high schools involved with the statistics of other public schools. The total number of institutions in Tables VI and VII is 1,466, having 7,360 instructors and 135,892 scholars. The total amount of productive funds in the possession of these institutions is \$11,454,915, yielding an income of \$1,042,073. The receipts from tuition fees during the year were \$2,216,681. The price of tuition varies greatly in the different schools and affords no certain criterion of efficiency. Where there are no endowments low charges may be regarded as the indication of feebleness, but the reverse cannot be affirmed. The total receipts, averaged upon the total attendance, give a per capita expense of \$16; if the income from productive funds be included, the per capita is \$24. It is unnecessary to suggest that the sum does not represent a fair equivalent for the result proposed. The inference is plain: a prosperous people like our own ought to make larger investments in this department. It is inevitable that a larger number of students should enter upon and complete a course of secondary training than a higher collegiate course; for in 1901 the number of students in the schools of Tables VI and VII is four times the number of students reported in the institutions comprised in Table IX. The total number of students under secondary instruction is above three times the number in all classes of institutions for superior instruction, not including students in preparatory departments; nevertheless it will be observed that the resources of the superior institutions

greatly exceed those of the secondary schools. Thus the value of grounds, buildings, and apparatus for secondary and preparatory schools, Tables VI and VII, is \$24,813,687; for universities and colleges, Table IX, \$40,255,976; the amount of productive funds for the former is \$11,454,915, yielding an annual income of \$1,042,073; for the latter, \$43,786,877, yielding an annual income of \$2,618,008.

Considering the diffusion of secondary training and its absolute importance, this is a matter to which the patrons and benefactors of learning may well turn their attention.

It is important that the qualification of teachers and the curricula of secondary schools should correspond to some rational system of training. Here we have much to learn from European nations, in which secondary education is better organized and adjusted more skilfully to the requirements of highly civilized and populous communities than in our own country. The courses of study must be as various as the purposes for which they are intended, and these in turn must be regulated by the classes into which the scholars may be grouped. I use the expression advisedly, for wherever the subject has been examined a classification of scholars has been recognized which seems to result from the natural order of life in modern society. The classification is not determined by "hard and fast lines" and is not the same in all countries. For the United States it is substantially as follows:

First. Scholars who may pursue the secondary course for about two years.

Second. Those who may complete a course of four or six years, but who desire at about 16 years of age to pursue studies related to their prospective vocations.

Third. Those for whom secondary training is a preparation for the college or university. The adjustment of courses of study to these distinct classes has long engaged the thoughtful consideration of the educators and enlightened statesmen of foreign countries; superior primaries, Gymnasien, Realschulen, polytechnic schools, professional or trade schools, &c., indicate the drift of their deliberations. The keenness of international competition (in which we are becoming constantly more involved), the growth of our business interests, the development of superior instruction,—i. e., that which occupies students up to 24 or 25 years of age—urge us to follow the example of European nations in the adaptation of secondary training.

We are met at the outset of every such endeavor by the necessity for a fuller and more reliable presentation of the facts which must determine our adjustments. What is the proportion of scholars in each of the specified classes? What is the course which each pursues and with what results?

The tables, as they stand, indicate how far we are from adequate information upon these points, while only those familiar with the work of the Office can appreciate the difficulties in the way of a more complete record.

From an examination of the statistical summary of classical and scientific preparatory courses two facts are made evident: (1) The majority of students in the schools presented in Tables VI and VII are not preparing for superior institutions, only 7 per cent. of the scholars of the former being so reported and 34 per cent. of those of the latter. (2) A large proportion of this preparatory work is accomplished in the preparatory departments of colleges, universities, and schools of science. In other words, for the majority of their scholars the training of the secondary and preparatory schools is final.

The importance of a reliable estimate of the number of students preparing for college and the number who annually present themselves for the college entrance examination will be readily recognized. With a view to securing this information I have from year to year sent out inquiries, the returns to which are embodied in the summaries of college entrance examinations and of students in classical and scientific preparatory courses, Table IX. These returns, it will be seen, are as yet too fragmentary for any general inference. They are given merely to illustrate what is required as a means of estimating the results of that department of secondary training which is professedly preparatory

in college. The demand for such information is increasing. Each institution seeks to know what others of the same grade are accomplishing, and those who meet for the general discussion of education realize the fatuity of counsels not based upon a knowledge of facts. In view of these manifestations I can but hope that the time is not distant when the teachers and officers of secondary schools will agree upon such a representation of the conditions of their work as the public interests demand.

TABLE VI.—INSTITUTIONS FOR SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions.....	811	944	1,081	1,143	1,229	1,226	1,227	1,236	1,264	1,336
No. of instructors.....	4,501	5,058	5,466	6,081	5,999	5,963	5,747	5,961	6,009	6,489
No. of students.....	98,929	118,570	98,179	108,235	108,647	98,371	100,374	108,734	110,377	122,617

TABLE VI.—Summary of statistics of

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female	Total.	Male.	Female	In English course.	In classical course.	In modern languages.
Alabama	13	23	27	a1,007	489	376	470	173	53
Arkansas	8	a14	6	a620	265	205	477	59	2
California	80	92	168	4,185	1,698	2,487	3,353	435	1,308
Colorado	3	5	11	299	59	240	245	20	34
Connecticut	36	46	108	1,761	692	1,069	825	427	366
Delaware	13	38	13	723	439	284	401	111	39
Florida	9	11	30	1,064	349	715	1,000	119	71
Georgia	135	a179	155	a9,803	5,111	4,542	6,334	1,589	791
Illinois	43	95	215	a6,809	2,817	3,913	53,196	196	1,041
Indiana	17	20	37	a2,524	857	1,444	398	84	79
Iowa	40	83	78	a4,949	2,224	2,078	2,525	326	401
Kansas	2	2	9	262	100	162	200	40	25
Kentucky	49	80	149	3,649	1,446	2,203	2,272	702	440
Louisiana	15	28	33	745	378	367	505	51	221
Maine	24	32	39	1,926	1,078	848	1,088	262	168
Maryland	33	94	56	2,500	1,362	1,198	1,417	439	457
Massachusetts	43	79	137	2,666	1,056	1,610	1,640	569	673
Michigan	9	a26	46	a1,275	242	785	526	100	73
Minnesota	18	40	42	2,061	1,118	943	1,555	183	269
Mississippi	34	a51	76	a3,266	1,335	1,750	2,352	429	138
Missouri	33	79	130	a3,785	1,798	1,754	2,534	485	370
Nebraska	6	10	22	526	180	346	296	57	20
New Hampshire	34	52	42	1,982	1,047	985	954	336	259
New Jersey	49	127	119	4,041	2,289	1,752	2,900	532	1,887
New York	188	489	697	a19,045	8,119	2,713	10,458	2,300	3,684
North Carolina	50	83	81	a3,935	2,178	1,534	2,988	779	250
Ohio	42	a90	125	a3,478	1,330	1,887	51,117	504	162
Oregon	17	25	50	1,655	647	1,006	1,168	179	128
Pennsylvania	86	227	344	a6,824	3,498	3,271	54,522	925	1,129
Rhode Island	6	13	34	370	134	236	323	115	157
South Carolina	14	a30	32	a2,227	891	848	1,214	125	68
Tennessee	67	121	127	a5,929	2,840	2,770	4,329	712	310
Texas	29	a74	59	a3,482	1,845	1,536	1,889	245	692
Vermont	27	a50	70	a2,705	1,210	1,368	1,665	548	415
Virginia	31	54	65	a1,949	905	834	1,453	341	232
West Virginia	8	5	30	a745	115	485	402	53	21
Wisconsin	22	a97	65	a2,179	989	944	1,364	582	849
Dakota	1	1	0						
District of Columbia	19	40	80	a1,177	372	710	662	145	263
Indian	3	3	8	296	88	208	145	31	
New Mexico	8	24	16	1,229	696	533	520	18	157
Utah	17	24	75	2,553	1,184	1,369	1,637	101	228
Washington	4	8	11	a218	60	98	76	2	20
Wyoming	1		4	a78					
Total	1,336	2,762	3,727	a122,617	55,530	60,448	574,485	16,029	17,940

a Sex not reported in all cases.

SECONDARY INSTRUCTION.

CXLV

Institutions for secondary instruction.

Number of students.				Libraries.					Property, income, &c.			
Preparing for college courses in college.	Preparing for college course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
5	18	2	5	8	9	7,650	871	571	\$141,700	\$15,000		\$7,600
16			1	1	4	0	0	0	17,700	3,600	\$900	4,550
83	55	16	24	30	25	16,295	1,227	540,500				74,246
13	16	4	3	3	2	600	80	50,000				24,800
39	8		24	21	25	13,416	758	428,400	271,106	3,958		39,209
4			8	8	8	2,400	275	96,600	7,000			9,500
4	4	2	5	7	4	1,590	60	83,000	40,000	2,800		1,756
198	198	46	36	56	68	9,400	1,140	379,750	106,000	7,000		83,732
199	199	32	27	33	31	14,392	455	881,250	43,500	7,932		107,603
59	36	31	9	10	4	6,812	78	134,500	60,000	4,500		6,220
190	153	26	22	23	19	6,964	700	615,000	57,285	2,071		62,213
100			1	1	1	650	100	17,500	690			19,000
228	124	33	22	35	35	10,918	298	410,550	17,500	3,270		54,357
53	61	2	5	9	9	3,867	746	12,500				3,121
37	36	18	13	10	16	7,675	245	179,600	64,900	3,142		13,481
94	107	40	21	23	21	20,625	682	415,800	704,000	39,240		32,630
19	18	6	30	29	21	19,845	376	914,500	748,467	45,067		46,230
16	40		7	7	5	6,400	355	169,000	26,000	263		29,754
106	77	11	10	13	14	4,533	272	260,700	26,400	2,490		57,604
169	43	25	10	22	23	12,285	674	162,000	70,400	6,300		30,466
89	99	22	19	23	23	17,042	2,504	225,800	33,000	2,200		74,798
13	0	0	5	6	6	2,900	720	42,000	15,000	1,900		1,700
23	16	5	8	10	12	11,547	191	147,250	288,627	16,982		10,147
96	58	24	33	33	32	27,253	488	745,289	37,500	3,615		106,644
286	262	104	120	122	127	110,224	2,342	3,433,136	626,867	43,747		382,318
113	9	17	23	26	19	439	775	319,400	1,000	600		71,810
64	67	33	23	31	32	21,758	864	530,708	110,550	6,890		32,991
93	17	7	11	13	11	3,290	260	186,500	19,875	870		24,548
44	52	14	65	55	57	60,877	2,371	4,998,900	6,098,461	700,792		186,898
4			3	3	4	6,974	1,598	575,000	150,000	9,000		1,540
22	30	8	6	5	5	2,206	242	111,400	20,000			7,277
216	161	21	19	39	44	11,435	900	347,350	36,000	4,550		52,385
67	34	2	13	15	17	5,200	500	167,500				18,207
51	44	5	15	16	22	8,485	311	312,775	67,400	5,297		22,460
21	44	8	13	14	14	12,615	280	224,000	27,000	3,240		27,097
2	2		4	5	5	4,300		61,500	10,000	500		900
24	146	3	14	15	13	21,884	775	480,800	26,000	480		34,575
			0	0	0			5,000				
	9	2	12	13	11	2,705		20,900				6,797
			1	1	2	500		40,000		12,000		238
61		4	7	6	6	2,680	80	93,000		1,700		18,600
107	8	5	10	10	11	2,767	430	134,830	97,927	5,040		26,165
13		2	3	2	2	700	250	26,200	1,000			2,350
			1	1				8,000				
2,306	2,405	588	720	803	827	522,598	25,218	18,842,780	9,922,965	948,246	1,758,787	

b Classification not reported in all cases.

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TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1873 to 1881, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	86	91	102	105	114	114	123	125	1
Number of instructors.....	690	697	746	736	796	818	818	860	1
Number of students.....	12,487	11,414	12,954	12,369	12,510	12,538	13,561	13,239	13,1

TABLE VII.—Summary of statistics of preparatory schools.

States.	Number of schools.	Number of instructors.	Number of students—				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of
California.....	8	20	7	11	2425	12	
Colorado.....	1	5			260		
Connecticut.....	6	51	245	16	2813	45	
Georgia.....	2	14	112	201	145	3	
Illinois.....	8	58	160	113	2389	18	
Indiana.....	2	8					
Iowa.....	1	4	2	0	53	1	
Maine.....	5	23	147	9	424	49	
Maryland.....	4	20	45	16	331	10	
Massachusetts.....	22	141	670	144	21,075	148	
Michigan.....	1	6	10	16	84		
Missouri.....	1	20	42	35	302	6	
New Hampshire.....	6	40	459	21	222	80	
New Jersey.....	5	39	56	44	277	18	
New York.....	24	185	598	257	21,272	132	
Ohio.....	5	36	94	51	154	16	
Pennsylvania.....	14	84	359	96	665	55	
Rhode Island.....	4	33	131	13	2290	26	
South Carolina.....	1	4	20		130	1	
Tennessee.....	2	11	35	37	343	36	
Vermont.....	2	9	20	12	135	3	
Virginia.....	6	21	75	20	2159	38	
Wisconsin.....	5	39	125	82	285	10	
Total.....	130	871	3,412	1,196	28,667	797	

a Includes students preparing for classical or scientific course, the number included not being specified.

TABLE VII.—*Summary of statistics of preparatory schools—Continued.*

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California.....	2,150	50	\$122,000	.....	.....	\$4,300
Colorado.....	.....	.....	.....	.....	.....	.....
Connecticut.....	14,000	730	235,000	\$193,000	\$8,050	15,317
Georgia.....	301	301	55,000	50,000	4,000	1,100
Illinois.....	4,760	110	100,000	.....	7,287	15,319
Indiana.....	.....	.....	.....	.....	.....	.....
Iowa.....	2,400	.....	30,000	10,000	750	1,400
Maine.....	1,175	105	85,000	51,500	3,090	5,718
Maryland.....	3,075	200	75,000	800	.....	123,200
Massachusetts.....	23,550	713	1,564,737	583,062	36,200	95,974
Michigan.....	560	50	50,000	.....	.....	.....
Missouri.....	.....	.....	65,009	.....	.....	.....
New Hampshire.....	9,530	355	990,000	355,588	13,910	10,904
New Jersey.....	3,150	610	216,000	20,000	1,200	9,335
New York.....	16,431	825	1,324,950	174,000	9,840	92,506
Ohio.....	10,500	180	210,000	.....	.....	2,100
Pennsylvania.....	16,325	280	344,000	75,000	4,500	43,740
Rhode Island.....	1,000	50	180,000	.....	.....	22,981
South Carolina.....	50	.....	5,000	.....	.....	250
Tennessee.....	620	.....	17,000	.....	.....	.....
Vermont.....	1,009	.....	30,000	.....	.....	1,600
Virginia.....	9,800	400	63,000	.....	.....	1,900
Wisconsin.....	4,575	125	309,200	19,000	.....	5,250
Total.....	124,752	5,064	5,970,907	1,531,950	93,827	457,894

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1871 to 1881, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions.....	136	175	205	209	222	225	220	225	237	227	236
No. of instructors.....	1,163	1,617	2,120	2,285	2,405	2,404	2,305	2,478	2,323	2,340	2,211
No. of students.....	12,841	11,288	24,613	33,445	33,795	33,856	33,023	33,639	24,605	26,780	26,041

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TABLE VIII.—*Summary of statistics of instit*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students. Number in preparatory department.
		Total.	Male.	Female.		
Alabama.....	9	79	15	64	18	26
California.....	3	52	12	40	5	13
Connecticut.....	1	9	4	5	1	2
Delaware.....	1	9	3	6	2	3
Georgia.....	15	6113	42	68	19	51
Illinois.....	12	115	31	84	11	25
Indiana.....	2	26	1	25	1	1
Iowa.....	3	38	5	33	8	26
Kansas.....	1	16	3	13	3	10
Kentucky.....	18	149	46	103	23	78
Louisiana.....	4	24	7	17	1	9
Maine.....	3	623	6	9		
Maryland.....	5	52	11	41		7
Massachusetts.....	10	176	39	137	1	9
Michigan.....	2	13				
Minnesota.....	2	21	3	18	4	2
Mississippi.....	8	64	13	51	5	30
Missouri.....	15	164	26	138	23	40
Nevada.....	1	6	2	4		
New Hampshire.....	4	31	10	21	3	11
New Jersey.....	5	36	14	22	12	4
New York.....	16	207	41	166	49	1,04
North Carolina.....	7	46	14	32	7	21
Ohio.....	12	146	39	107	21	11
Oregon.....	1	14	2	12		1
Pennsylvania.....	16	172	61	111	35	21
South Carolina.....	5	46	12	34	9	21
Tennessee.....	16	109	22	87	12	51
Texas.....	9	59	17	42	8	21
Vermont.....	1	11	5	6	3	1
Virginia.....	12	116	32	84	8	21
West Virginia.....	3	22	4	18	4	4
Wisconsin.....	4	647	3	37	4	21
Total.....	226	2,211	545	1,635	305	7,0

a Classification not reported in all cases.

for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.		Graduate students.	Total number in all departments.		Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.									
38	40	9	a1,016	8	9,300	255	\$440,000			\$15,000
1	6	4	a402	1	7,875	100	275,000	\$12,500		24,000
		7	a100		500		40,000			4,500
3	0	0	74	1	1,500	0	24,080	0	\$0	3,000
61	104	23	a1,902	13	7,784	179	490,000	25,000	1,500	45,700
29	291	13	a1,506	6	28,301	95	792,000	21,000	1,500	35,161
13	29	7	a216	2	3,600	28	25,000			2,800
12	44	3	a531	3	2,021	71	50,000			3,000
41	34	0	170	1	872	50	150,000	0	0	37,000
108	65	18	a2,080	16	13,090	853	570,000			58,940
8	5		a323	4	1,100	16	78,000	20,000	1,600	6,800
3			a114	2	3,000		100,000	47,000	3,000	4,500
12	7	11	a349	2	8,128	8	106,000			3,300
73	367	5	a1,597	2	49,425	1,769	1,061,300	395,000	34,500	63,124
			108		1,200	200	60,000			
35			a195	1	900	20	42,000			2,500
101	6	3	a978	7	4,518	150	170,000			37,997
75	31	23	a1,930	12	11,299	964	662,000	80,000	1,200	49,500
34			56	0	250	0	30,000	0	0	
14	28	6	380	2	2,700		125,000	100,000	6,020	12,140
18	21	13	a369	2	5,030	850	152,000			9,800
37	650	24	a3,119	4	27,741	2,422	1,634,259	62,900	2,243	177,410
20	22		a631	3	5,900	30	104,000			
34	215	5	a1,063	4	15,646	465	847,250	44,400	2,884	72,077
	10		a173		550		30,000			
68	288	8	a1,472	7	19,180	378	573,600	11,000	660	65,300
12	9	6	708	5	2,400	100	97,000	1,000	70	5,200
109	102	20	a1,718	15	14,750	152	412,000	30,000	1,500	37,830
27	3	2	a820	7	2,900	180	70,000			16,330
17	27	2	196	1	650		102,000	8,000	430	
102	46	11	a1,142	11	2,900	30	409,500			30,800
71	5	1	136	2			15,000			3,500
124	98		440	1	6,540	92	290,250		10,546	30,800
1,463	2,423	223	a26,041	145	261,540	9,451	10,047,159	857,800	68,003	858,009

b Sex not reported in all cases.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama.....	55	New Jersey.....	1
California.....	1	New York.....	2
Georgia.....	99	North Carolina.....	1
Illinois.....	12	Ohio.....	2
Indiana.....	2	Pennsylvania.....	2
Kentucky.....	86	South Carolina.....	3
Louisiana.....	11	Tennessee.....	8
Maine.....	18	Texas.....	1
Maryland.....	4	Vermont.....	1
Massachusetts.....	50	Virginia.....	1
Minnesota.....	9	West Virginia.....	1
Mississippi.....	26	Wisconsin.....	1
Missouri.....	46	Total.....	67
New Hampshire.....	4		

In all the leading nations of Europe, Germany excepted, collegiate or, as it is termed higher education for women is a subject of special attention and effort. In a few European countries the movement has reference to some specific end to be accomplished and signifies nothing outside of that limit. In others it arises from a deep conviction that the best interests of society suffer from the difference which exists between the education of men and women. All that the advocates of higher education for women claim upon the ground of her capacity for development has been conceded in the United States, as appears from the establishment and endowment of colleges for women in which the same course of studies is pursued as in colleges for men, the experiment of the Harvard annex, and the practice of coeducation on the part of some of the leading institutions of the country.

In Europe as in the United States the chief point (i. e., woman's capacity) has been conceded. Two important questions growing out of this concession are at present widely discussed, namely: Should higher education for woman conform in all respects to that which is deemed best for man? Is coeducation practicable or desirable?

In the discussion of these questions the experience of the United States is constantly referred to as being of longer duration and more complete than that of any other nation. The attention thus directed to our country gives a reason for full and accurate report from all institutions engaged in the work. A stronger reason is found in the importance of the record in forming a just estimate of our social progress. Universal elementary education is essential in a republic; liberal education is an evidence and an index of those ideal conditions which are the ultimate end of good government and of public virtue and intelligence.

The schools reported in Table VIII are, it will be observed, exclusively for women; they numbered 226 in 1881, with 2,211 instructors and 26,041 pupils. To these should be added five colleges for women in the State of New York,¹ which, on account of their relations to the University of the State, are reported in Table IX, making a total of 23 superior schools for women tabulated in my report, enrolling about 27,000 students.

A glance at Table VIII, appendix, will serve to indicate the varied character of the institutions here presented. With few exceptions they are conducted under the auspice of religious denominations and are an evidence of that zeal for education which has

¹ Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Le Roy; Rutgers Female College, New York; and Vassar College, Poughkeepsie.

been characteristic of the church no less in Protestant than in Catholic countries. The relation of the schools to the religious denominations has placed them among the great moral influences of the country, and probably in the past they have contributed more to the maintenance of morals and the development of character than to intellectual activity or the mastery of the severer branches of knowledge.

A few of the schools report themselves as wholly engaged in preparatory work and a large number as chiefly so engaged. The number of students in the preparatory departments is 7,016, about 26 per cent. of the whole number. All of the schools include a collegiate department in their prospectus, in which the course of study is determined by that which custom approves for the degree of B. A. It is variously modified in the different schools, but probably not more so than in the colleges for young men reported in Table IX. Out of a total of 26,041 scholars in Table VIII, it will be observed that 10,945 are reported in the regular college course. Tuition fees, as will be seen by reference to the corresponding table, appendix, range from \$10 to \$200 per annum, averaging a little less than those reported in Table IX. The schools generally have a boarding department, and it is the price of living and the charge for extras, viz, music, drawing, language, &c., that make up the heavy expense of which complaint is frequently made.

A large proportion of the institutions possess grounds and buildings, the total valuation under this head being \$10,047,159. Few have any income from productive funds, in which respect and in the very general absence of appliances, such as libraries, laboratories, museums, &c., they do their work under much greater disadvantage than the institutions in Table IX. It will be seen that the total of productive funds reported in Table VIII is less than the funds of several single institutions in Table IX. The receipts from tuition fees for the year were \$858,119 as against \$2,080,450 received in the institutions reported in Table IX.

The record here presented affords some important general conclusions with reference to the education of women. It indicates a preference for separate collegiate education on the part of a large and influential class of our people. It indicates also a different conception of education as applied to women from that which obtains in the case of men. This difference, however, does not seem to conform to any recognized difference in capacity or probable vocation; it is rather the lingering evidence of a disposition to treat woman's education as a matter of little moment. It is an incongruity, not an adjustment.

A few of the schools under consideration, as Vassar, Smith, and Wellesley, owe their establishment to that movement for the superior education of women which has characterized the last twenty years. They have endowments, require examination for admission, and maintain high standards of scholarship. If, in the nature of things, liberal education for women should differ in kind or in processes from that which is judged best for men, it might be supposed that the fact would be made evident in these institutions, untrammelled as they are by traditions, pledges, prejudices, or acquired tendencies. It is a little difficult to get at all the facts that bear upon the general conclusion, but it may be assumed that when these are collated and compared with the like data from coeducation colleges we shall have great enlightenment with reference to the important and interesting question of liberal education for woman.

Coeducation is the policy pursued in a number of the institutions represented in Table IX and in the majority of those founded upon the land grant of 1862, represented in Table X. The number of women reported in the former is as follows: preparatory department, 7,009; collegiate department, classical course, 1,827, and scientific course, 1,295. The latter make no distinction of sex in reporting the collegiate departments; in the preparatory department they report 290. Information received in this Office from 16 of the institutions gives them a total of 1,278 women students.

The experience of these institutions shows that coeducation is entirely practicable under their management, and it is recommended by their officers upon considerations of economy, its agreement with the conditions of family life, and its practical results.

In the United States, as in Great Britain and France, the movement for the higher education of woman has been greatly stimulated by the demand for her services as teacher. This influence has been particularly felt in the direction of science. The number of women enrolled in science classes increases slightly from year to year as does the provision for their instruction in this department. At the request of the Women's Education Association of Boston and with their generous coöperation, special laboratories have been provided for the instruction of women in the Massachusetts Institute of Technology. As set forth in the report, "the design is to afford them facilities for the study of chemical analysis, industrial chemistry, mineralogy, and biology. The instruction is arranged for such students as may be able to devote their whole time to the work, as well as for those who, by reason of other engagements, can spend only a few hours a week in these exercises."

No progress has been made since my last report with reference to the admission of women to Harvard or to Columbia College. The effort to affect the policy of these institutions is not prompted, as sometimes represented, by the desire to secure for women the best possible collegiate training. This is already accomplished by the admission of women to a number of colleges whose equality with those mentioned, in respect to training for the B. A. degree, is not a matter of question. The constant pressure brought to bear upon our oldest and richest institutions with reference to the education of women is due to two causes: First, the conviction entertained by many of the most thoughtful men and women that separate education has no reason in the nature of things and is opposed to the best interests of society; second, to the fact that the institutions specified, by reason of their large endowments and accumulated resources, promise more rapid development upon the university side than is possible to other institutions, and their exclusiveness debars women from the provision for the extended and specialized training which is only possible under university conditions.

It will be remembered that for several successive years, in his annual reports, Dr. F. A. P. Barnard, president of Columbia College, has urged the admission of women to that institution. In his current report he says:

The time seems, therefore, to have fully come when Columbia College should feel herself urged by every motive of expediency or duty to do her part in carrying forward this noble and beneficent work.

He concludes his argument as follows:

In conclusion on this subject, the undersigned can only repeat the conviction expressed in his former report, that the question here considered is in this institution only a question of time; and that, whatever may happen this year or the next, Columbia College will yet open her doors widely enough to receive all earnest and honest seekers after knowledge, without any distinction of class or sex.

Numberless enterprises for the progress or amelioration of society are due to the habit of action and the community of feeling resulting from the associated effort which is a condition of collegiate education. In the case of women this result is not wanting and promises the most valuable return for the investment made in the provision for their higher education. One of its most interesting illustrations is the action of the association of college alumne with reference to physical education, as set forth in the prospectus of the Association of Collegiate Alumne.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions	298	323	343	355	356	351	358	364	364	362
Number of instructors.	3,040	3,106	3,783	3,999	3,920	3,998	3,885	4,241	4,160	4,361
Number of students....	45,617	52,053	56,692	58,894	56,481	57,334	57,987	60,011	59,594	62,435

TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four years' course.	Number with three years' course.	Number with courses over four years.	Number having only elective courses.
Alabama.....	3	3	0	0	2	1	0	0	0	2	0	1	0
Arkansas.....	4	4	0	0	4	0	0	0	0	3	0	1	0
California.....	11	10	1	2	7	2	0	0	2	7	0	2	0
Colorado.....	3	3	0	0	2	0	1	0	1	2	0	0	0
Connecticut.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware.....	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia.....	6	5	1	0	4	2	0	0	1	5	0	0	0
Illinois.....	23	23	0	1	26	1	0	2	1	25	0	2	0
Indiana.....	15	14	1	1	13	1	0	0	1	12	0	2	0
Iowa.....	18	16	2	0	16	2	0	4	1	16	0	1	0
Kansas.....	8	8	0	0	8	0	0	1	0	7	0	1	0
Kentucky.....	14	14	0	0	10	3	1	3	3	5	1	4	1
Louisiana.....	9	9	0	2	6	1	0	2	2	5	0	2	0
Maine.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland.....	11	10	1	0	10	1	0	1	1	8	0	1	1
Massachusetts.....	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan.....	9	9	0	0	9	0	0	0	1	7	0	1	0
Minnesota.....	5	4	1	0	4	0	1	1	1	4	0	0	0
Mississippi.....	3	3	0	0	3	0	0	0	0	2	0	0	1
Missouri.....	16	15	1	1	10	5	0	1	1	13	1	1	0
Nebraska.....	5	5	0	1	2	0	2	2	2	2	0	1	0
Nevada.....	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire.....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey.....	4	3	1	0	2	2	0	1	0	3	1	0	0
New York.....	27	25	2	0	26	1	0	1	1	22	0	4	0
North Carolina.....	9	8	1	0	8	1	0	1	0	7	0	1	1
Ohio.....	36	36	0	2	33	0	1	2	1	34	0	1	0
Oregon.....	8	8	0	1	7	0	0	0	0	6	0	2	0
Pennsylvania.....	27	26	1	1	26	0	0	3	0	23	0	5	0
Rhode Island.....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina.....	8	8	0	1	5	1	1	1	1	6	0	1	0
Tennessee.....	19	18	1	0	18	1	0	1	0	15	0	2	2
Texas.....	9	9	0	1	6	2	0	1	0	8	0	1	0
Vermont.....	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia.....	8	8	0	0	6	1	1	0	0	3	1	0	4
West Virginia.....	4	4	0	0	4	0	0	0	0	4	0	0	0
Wisconsin.....	8	8	0	0	8	0	0	0	0	8	0	0	0
District of Columbia.....	5	5	0	1	3	1	0	0	0	4	0	1	0
Idaho.....	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington.....	2	1	1	0	2	0	0	0	0	2	0	0	0
Total.....	362	346	16	17	308	29	8	31	23	287	4	38	10

TABLE IX.—*Summary of statistics of*

States and Territories.	Number of universities and colleges. Number of instructors.		Preparatory department.					Number of students unclassified.	Collegiate department.										
			Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.						
											Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Male.	Female.	Male.	Female.
Alabama.....	3	2	20	20				18	314	a143									
Arkansas.....	4	10	b564	128	115	22		28	271	87	45	5	1						
California.....	11	36	1,178	1,044	134	126	222	131	602	a484	29	155	21						
Colorado.....	3	2	113	70	43	37	36	23	45	a437		1							
Connecticut.....	3							62	959	a845	8								
Delaware.....	1							8	54	8	11	33							
Georgia.....	6	2	70	68	2	12		54	554	226									
Illinois.....	28	58	b2,901	1,894	775	a630	772	76	224	1,887	a666	a185	331	141					
Indiana.....	15	58	1,793	1,223	570	385	345	16	128	1,329	a7485	a78	113	69					
Iowa.....	18	46	1,697	1,074	623	a662	562	72	168	1,614	a447	a201	214	180					
Kansas.....	8	21	889	550	339	75	84	75	431	160	44	138	32						
Kentucky.....	14	18	594	476	118	a196	116	97	1,178	185	16	154	22						
Louisiana.....	9	22	1,022	829	193	107	32	191	68	174	a118	5	4	9					
Maine.....	3	3	45	39	6	44		32	422	388	25	7	2						
Maryland.....	11	18	325	313	12	169	30	35	160	1,385	a374	34	44	2					
Massachusetts.....	7	7	192	192		100	30	151	1,865	1,625	33	15	1						
Michigan.....	9	22	1,361	773	588	239	542	114	1,166	186	56	142	165						
Minnesota.....	5	1	279	188	91	155	124	142	44	408	137	21	81	53					
Mississippi.....	3	7	557	460	97	249	131	21	320	96	2	59	3						
Missouri.....	16	37	1,101	864	237	368	211	196	1,695	a199	a58	52	32						
Nebraska.....	5	11	360	318	42	a47		16	216	4	4	6	2						
Nevada.....	1	1	40																
New Hampshire.....	1							15	247	247									
New Jersey.....	4							73	677	465									
New York.....	27	113	2,662	2,295	367	a919	590	426	3,495	a1,975	266	396	66						
North Carolina.....	9	8	616	533	83	339	102	69	590	306		39							
Ohio.....	36	120	b3,726	2,667	945	1,134	1,035	284	2,612	a1,191	a218	270	373						
Oregon.....	8	21	785	439	346	234	245	38	458	a168	a125	26	22						
Pennsylvania.....	27	70	1,877	1,521	356	606	303	31	288	2,367	a1,473	84	451	21					
Rhode Island.....	1							18	251	a251									
South Carolina.....	8	8	358	304	54	47	19	42	304	a145		12	2						
Tennessee.....	19	33	1,122	956	166	297	237	148	1,876	a396	27	111	20						
Texas.....	9	18	1,075	692	383	243	240	78	58	540	350	116	52	21					
Vermont.....	2							18	93	84	7								
Virginia.....	8	6	73	73		18	10	69	889	a155		4							
West Virginia.....	4	7	134	112	22	40	37	32	201	92	41	35	2						
Wisconsin.....	8	15	786	558	228	171	110	64	88	658	a269	a88	135	33					
Dist. of Columbia.....	5	9	359	359		302	10	43	222	73		23							
Utah.....	1	3	202	128	74			3											
Washington.....	2	7	b83			80	30	11	90	47									
Total.....	362	820	b28,959	21,160	7,009	a8,053	6,175	1,017	3,541	32,459	a14,442	a1,827	3,108	1,295					

a A small number of scientific students included here.

b Sex not reported in all cases.

c Includes 97 sex not given.

d Includes 36 sex not given.

universities and colleges—Continued.

Collegiate department.	Special or optional students.	Volumes in libraries.			Property, income, &c.					
		Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
	12	8,200	150	1,500	\$300,000	\$312,000	\$24,600	\$3,000		
107		2,286	100	300	114,000	12,000	1,000	8,300	\$5,000	
40	4	47,750	960	7,250	1,380,200	1,739,204	105,116	91,014	86,597	
7		11,000	540		230,000	17,984	1,282	366	17,000	
50	47	148,155	7,006	22,500	472,884	1,888,979	120,776	114,128		\$187,643
1	1	6,000	25	3,500	75,000	83,000	4,980	500	0	
4	2	30,100	615	14,600	652,300	588,170	43,493	10,650	8,000	20,300
220	20	180,630	1,905	20,300	2,511,550	1,418,184	95,229	116,844		104,875
177	9	76,561	1,703	15,700	1,298,000	1,088,000	50,029	29,646	20,000	24,755
129	11	51,022	1,437	2,854	789,000	817,382	51,382	42,568	20,000	10,209
56	1	24,178	3,020	2,617	523,000	58,000	5,500	5,400	30,000	
79	3	45,076	1,488	14,649	673,000	619,000	38,443	37,060		57,000
		57,995	425	7,200	837,000	328,313	15,100	21,060	20,000	
		59,371	725	1,800	863,500	576,884	39,000	22,000	600	109,180
8	83	49,922	2,641	5,575	892,500	3,027,600	181,734	45,705	30,065	12,412
80	24	292,626	6,053	39,545	1,250,000	5,965,207	276,131	166,851		612,074
54	12	59,690	3,272	7,100	1,244,942	1,102,684	89,290	75,351	64,250	15,000
113	3	21,600	1,717	2,287	421,196	777,327	50,900	8,340	23,000	12,050
32	3	8,400	306	4,700	446,000	544,061	32,643	8,275		
35	33	108,315	6,460	8,700	1,127,220	1,025,450	63,005	135,294	27,000	134,200
		8,000	500		205,000	34,180	2,359	682	28,000	300
		54,000	1,600		125,000	500,000	25,000	16,000	1,000	100,000
11	41	60,600	3,300	21,800	1,150,000	1,386,344	86,615	20,770		116,616
307	65	294,437	13,069	23,375	7,480,540	8,958,612	472,413	462,059	140,696	285,465
65		31,250	720	35,500	549,000	278,000	10,000	37,096		21,120
418	15	298,411	12,347	34,736	3,156,744	2,159,228	1180,661	101,775	20,000	181,000
66	1	9,420	275	1,200	257,000	244,000	20,600	15,950	2,500	45,620
122	28	163,718	12,525	69,848	4,744,850	4,200,204	239,499	250,105		190,398
		53,000	575	0		645,979	36,099	30,869		86,468
14		17,450	650	10,600	349,000	462,000	22,869	5,194	5,000	30,000
43	22	51,708	1,854	8,740	1,498,250	1,245,264	80,475	39,720		16,410
	1	10,411	653	1,350	335,000	20,750	775	55,150	180	1,500
2		38,000	400		440,000	255,000	16,328	6,082	8,130	36,700
23	5	102,000	254	26,000	1,558,000	370,800	22,200	20,540		5,500
29	2	5,800	310	350	295,000	139,000	8,469	5,592	11,500	
122	1	48,765	1,859	1,980	890,300	803,137	101,556	56,702	43,381	21,500
	11	47,411		900	900,000	120,000	1,957	1,165	10,000	18,810
		2,735	85		30,000			3,147	2,500	
6		3,200	1,400		100,000	5,000	500	4,500	1,250	
1,278	460	2,522,223	92,904	419,056	940,255,976	43,786,877	12,618,008	2,080,450	575,649	2,457,308

e Classification not reported in all cases.

f Includes 161 sex not given.

g The productive funds in several instances are included in this number.

h A small income from tuition fees is included here.

Summary of college entrance examinations in 1881.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in —				
			Without conditions.	Conditioned in —				Latin.	Greek.	Mathematics.	History and geography.
				Latin.	Greek.	Mathematics.	History and geography.				
University of Alabama.....	Tuscaloosa, Ala.....	158	156	2							
Arkansas Industrial University.*	Fayetteville, Ark.....	475	440	15	5	5	10	11	0	15	5
College of St. Augustine.....	Benicia, Cal.....	49						3	2	6	
Pierce Christian College.....	College City, Cal.....	90									
St. Mary's College.....	San Francisco, Cal.....	45	45								
Santa Clara College.....	Santa Clara, Cal.....	70	70								
Trinity College.....	Hartford, Conn.....	30	8	12	13	16	14		2	1	
Illinois Wesleyan University.	Bloomington, Ill.....	645	23								
Blackburn University.....	Carlinville, Ill.....	60	58								
Eureka College.....	Eureka, Ill.....	250									
Northwestern University.	Evanston, Ill.....	55	34	4	3	6	4				4
Knox College*.....	Galesburg, Ill.....	30	18	5	1	0	0	2	2	0	2
Lombard University.....	Galesburg, Ill.....	12	12								
Irrington College.....	Irrington, Ill.....	3	3	0	0	0	0	0	0	0	0
McKendree College.....	Lebanon, Ill.....	175									
Monmouth College*.....	Monmouth, Ill.....	80	50								
Augustana College.....	Rock Island, Ill.....	24	22	1							1
Shurtleff College.....	Upper Alton, Ill.....	17	4			12				1	
Illinois Industrial University.	Urbana, Ill.....	114	75	2	0	17	1	0	0	0	9
Wheaton College.....	Wheaton, Ill.....	18									
The Indiana University.....	Bloomington, Ind.....	74	41	28		25	4				
Concordia College*.....	Fort Wayne, Ind.....	45									
Franklin College.....	Franklin, Ind.....	28	23							5	
Hartsville University*.....	Hartsville, Ind.....	16	16								
Union Christian College.....	Merom, Ind.....	10	10								
Earlham College*.....	Richmond, Ind.....	13	7	4	4	1	3			0	0
Griswold College.....	Davenport, Iowa.....	9	5			2			2		
Parsons College*.....	Fairfield, Iowa.....	42	30	10	5	12	4				
Upper Iowa University.....	Fayette, Iowa.....	15	10								
Simpson Centenary College.	Indianola, Iowa.....	30	19	7	1	2					
German College.....	Mt. Pleasant, Iowa.....	15									
Penn College.....	Oskaloosa, Iowa.....	25	24	1	0	0	0	0	0	0	0
Central University of Iowa.*	Pella, Iowa.....	36	28					8	8		
Tabor College*.....	Tabor, Iowa.....	35	35	0	0	0	0	0	0	0	0
Lane University.....	Lecompton, Kans.....	5									
Bates College.....	Lewiston, Me.....	42	37	0	0	4	0	0	0	1	0
Boston College.....	Boston, Mass.....	62									
Tufts College.....	College Hill, Mass.....	24	4	7	9	4	4	0	0	0	0

* From Report of the Commissioner of Education for 1880.

a Number admitted conditioned in history and geography or in English.

b Whole number admitted.

Summary of college entrance examinations in 1881—Continued.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.
				Latin.	Greek.	Mathematics.	History and geography.				
Williams College	Williamston, Mass.	102	a76	16	20	7	11	.....	1	.....	5
Hope College*	Holland, Mich.	18	17	.....	1	.....	.....	.....	.....	.....	.....
Kalamazoo College	Kalamazoo, Mich.	13	9	2	1	1	.....	.....	.....	.....	.....
Hamline University	Hamline, Minn.	5	3	1	2	.....	.....	.....	.....	.....	.....
Carleton College	Northfield, Minn.	23	11	9	2	4	4	0	0	0	0
Pritchett School Institute.	Glasgow, Mo.	155	.....	11	4	18	16	8	2	11	11
Lincoln College*	Greenwood, Mo.	26	26	.....	.....	.....	.....	.....	.....	.....	.....
Washington University*	St. Louis, Mo.	29	13	3	4	4	2	1	1	2	2
Drury College*	Springfield, Mo.	20	6	7	4	5	3	.....	.....	.....	.....
Stewartville College	Stewartville, Mo.	15	15	0	0	0	0	0	0	0	0
Rutgers College	New Brunswick, N. J.	32	17	1	6	11	1	.....	.....	.....	.....
College of New Jersey*	Princeton, N. J.	161	65	28	29	41	19	2	2	2	1
St. Stephen's College	Annandale, N. Y.	7	5	2	2	0	0	2	2	0	0
St. John's College	Brooklyn, N. Y.	30	.....	.....	.....	.....	.....	.....	.....	.....	.....
Canisius College	Buffalo, N. Y.	178	.....	86	56	(92)	.....	.....	.....	.....	.....
St. Lawrence University	Canton, N. Y.	32	16	1	0	4	6	.....	.....	.....	6
Hobart College	Geneva, N. Y.	14	9	3	3	2	0	0	0	0	0
Madison University*	Hamilton, N. Y.	31	21	2	2	8	2	2	1	2	2
Cornell University	Ithaca, N. Y.	152	65	12	5	45	9	7	5	12	0
Vassar College	Poughkeepsie, N. Y.	36	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union College*	Schenectady, N. Y.	67	.....	4	5	18	64	.....	.....	.....	.....
Syracuse University	Syracuse, N. Y.	52	23	14	10	4	11	.....	.....	.....	4
North Carolina College	Mt. Pleasant, N. C.	8	4	3	4	4	.....	.....	.....	.....	.....
Wake Forest College*	Wake Forest, N. C.	171	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weaverville College	Weaverville, N. C.	107	.....	28	8	8	.....	0	0	0	0
Bachtel College	Akron, Ohio.	28	12	6	2	3	4	0	0	0	0
Baldwin University*	Berea, Ohio.	40	20	6	3	4	3	3	2	3	4
German Wallace College	Berea, Ohio.	60	60	0	0	0	0	0	0	0	0
St. Joseph's College	Cincinnati, Ohio.	98	32	8	3	25	12	4	2	8	4
Kenyon College	Gambier, Ohio.	31	11	8	7	12	.....	4	3	4	5
Denison University*	Granville, Ohio.	27	19	3	5	3	.....	.....	.....	.....	3
Marietta College	Marietta, Ohio.	28	14	5	3	3	0	7	6	5	0
Oberlin College	Oberlin, Ohio.	77	8	21	22	15	29	10	10	.....	8
Rio Grande College*	Rio Grande, Ohio.	7	6	.....	.....	1	.....	.....	.....	.....	.....
Scio College*	Scio, Ohio.	120	50	.....	.....	.....	.....	.....	.....	.....	.....
Heidelberg College*	Tiffin, Ohio.	30	19	.....	.....	.....	.....	0	0	0	0
Urbana University	Urbana, Ohio.	7	3	2	3	1	.....	.....	.....	.....	.....
Wooster University	Wooster, Ohio.	43	28	11	12	4	10	3	3	.....	.....
Christian College*	Monmouth, Oreg.	80	80	.....	.....	.....	.....	.....	.....	.....	.....
Philomath College	Philomath, Oreg.	40	14	12	2	6	6	0	0	0	0
Williamette University*	Salem, Oreg.	8	8	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.

a This number admitted on certificate of other colleges or from preparatory schools.

b Four of this number did not complete their examinations.

c Number admitted conditioned in English.

CLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of college entrance examinations in 1881—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
				Latin.	Greek.	Mathematics.	History and geography.					
Pennsylvania College.....	Gettysburg, Pa.....	42	27	4	10	9	6	.....	.....	.....	.....	3
Haverford College*.....	Haverford College, Pa.	27	16	4	2	3	2	2	1	2	1	2
Monongahela College*.....	Jefferson, Pa.....	38	38	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Francis College.....	Loretto, Pa.....	65	65	0	0	0	0	0	0	0	0	0
Allegheny College.....	Meadville, Pa.....	42	.....	.....	.....	.....	.....	0	0	0	0	0
Westminster College.....	New Wilmington, Pa.	24	20	.....	.....	.....	.....	2	2	.....	.....	2
Pittsburgh Catholic College.	Pittsburgh, Pa.....	75	52	20	3	.....	.....	.....	.....	.....	.....	.....
Western University of Pennsylvania.*	Pittsburgh, Pa.....	43	21	3	2	3	3	0	0	1	1	9
Swarthmore College*.....	Swarthmore, Pa.....	73	29	10	.....	9	8	5	.....	21	17	26
Brown University.....	Providence, R. I.....	77	27	31	13	31	.....	1	1	3	.....	2
Erskine College.....	Due West, S. C.....	16	8	0	8	7	3	.....	3	4	0	4
Newberry College.....	Newberry, S. C.....	25	12	.....	5	3	.....	5	5	5	.....	5
East Tennessee Wesleyan University.	Athens, Tenn.....	22	15	4	2	1	.....	.....	.....	.....	.....	.....
Southwestern Baptist University.	Jackson, Tenn.....	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryville College.....	Maryville, Tenn.....	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mosheim Institute.....	Mosheim, Tenn.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central Tennessee College.	Nashville, Tenn.....	3	0	3	3	0	0	0	0	0	0	0
Fisk University*.....	Nashville, Tenn.....	8	6	0	1	1	1	0	0	0	0	0
University of the South.	Sewanee, Tenn.....	186	186	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southwestern University.	Georgetown, Tex.....	32	19	7	8	11	4	.....	.....	.....	.....	.....
Baylor University.....	Independence, Tex.....	12	.....	0	0	0	0	0	0	0	0	0
Marvin College*.....	Waxahachie, Tex.....	231	147	12	2	20	0	2	1	5	0	0
University of Vermont and State Agricultural College.	Burlington, Vt.....	25	21	3	3	2	0	2	2	1	0	3
Middlebury College.....	Middlebury, Vt.....	17	11	2	2	.....	.....	.....	4	.....	.....	4
Randolph Macon College.*	Ashland, Va.....	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Roanoke College*.....	Salem, Va.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawrence University.....	Appleton, Wis.....	36	6	18	2	6	4	.....	.....	.....	.....	.....
Beloit College.....	Beloit, Wis.....	25	12	5	3	4	4	0	0	0	0	.....
University of Wisconsin.*	Madison, Wis.....	140	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Racine College.....	Racine, Wis.....	8	5	.....	.....	2	.....	.....	.....	.....	.....	1
Howard University.....	Washington, D. C.....	5	5	0	0	0	0	0	0	0	0	0
National Deaf-Mute College.*	Washington, D. C.....	12	4	4	0	7	0	0	0	0	0	0
Total.....	.....	6,096	2,865	543	340	495	231	96	75	120	45	170

* From Report of the Commissioner of Education for 1880.

Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and col- leges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and col- leges (Table IX).	In preparatory depart- ments of scientific schools (Table X).	
Alabama.....	87			5			47	139
Arkansas.....	103		22	16				141
California.....	93	7	126	83	11	222	34	576
Colorado.....	5		37			36		78
Connecticut.....	68	245		13	16			342
Delaware.....	28			20				48
Florida.....	18							18
Georgia.....	589	112	12	198	201		877	1,389
Illinois.....	100	160	630	69	113	772	77	1,921
Indiana.....	45		385	59		345	141	975
Iowa.....	199	2	662	190	0	562	15	1,630
Kansas.....	40		75	100		84		299
Kentucky.....	336		196	228		116		876
Louisiana.....	54		107	53		32	40	286
Maine.....	185	147	44	37	9			422
Maryland.....	119	45	169	94	16	30	6	479
Massachusetts.....	160	670	100	29	144	30		1,133
Michigan.....	30	10	239	16	16	542		853
Minnesota.....	85		155	106		124		470
Mississippi.....	226		249	189		131	437	1,232
Missouri.....	67	42	368	89	35	211	274	1,086
Nebraska.....	27		47	25				99
New Hampshire.....	110	459		28	21			618
New Jersey.....	233	56		96	44			429
New York.....	1,137	598	919	286	257	590		3,787
North Carolina.....	371		339	72		102		884
Ohio.....	228	94	1,134	84	51	1,085	93	2,719
Oregon.....	84		234	93		245		656
Pennsylvania.....	265	359	606	44	98	308	52	1,727
Rhode Island.....	16	131			13			160
South Carolina.....	59	20	47	42		19		187
Tennessee.....	349	35	297	216	37	237		1,171
Texas.....	164		243	67		240		714
Vermont.....	177	20		51	12			260
Virginia.....	115	75	18	24	20	10	108	370
West Virginia.....	10		40	2		37		89
Wisconsin.....	74	125	171	24	82	110		586
Distrit of Columbia.....	17		302	8		10		337
New Mexico.....	40			60				100
Utah.....	53			107				160
Washington.....	5		80	13				98
Total.....	6,171	3,412	8,053	2,936	1,196	6,175	2,201	30,144

CLX REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama	314	135	751	1,200
Arkansas.....	271	14		285
California.....	602	169	267	1,038
Colorado.....	45	140		185
Connecticut.....	959	185	80	1,224
Delaware.....	54		37	91
Georgia.....	554	182	1,392	2,128
Illinois.....	1,887	303	1,247	3,437
Indiana.....	1,329	140	197	1,666
Iowa.....	1,614	211	263	2,088
Kansas.....	431	267	65	763
Kentucky.....	1,178	182	1,295	2,655
Louisiana.....	174	29	231	434
Maine.....	422	110	114	646
Maryland.....	1,385	310	274	1,969
Massachusetts.....	1,865	741	1,505	4,111
Michigan.....	1,166	234	103	1,503
Minnesota.....	408		175	583
Mississippi.....	320	102	670	1,092
Missouri.....	1,695	362	1,463	3,520
Nebraska.....	216			216
Nevada.....			56	56
New Hampshire.....	247	94	198	539
New Jersey.....	677	210	330	1,217
New York.....	3,495	3,073	2,077	8,645
North Carolina.....	590	24	431	1,045
Ohio.....	2,612	124	896	3,632
Oregon.....	458	60	140	658
Pennsylvania.....	2,367	2,312	1,212	5,891
Rhode Island.....	251			251
South Carolina.....	304	58	437	799
Tennessee.....	1,876		1,203	3,079
Texas.....	540	127	533	1,200
Vermont.....	98	43	146	283
Virginia.....	889	443	941	2,273
West Virginia.....	201		80	281
Wisconsin.....	653	124	216	998
District of Columbia.....	222			222
Washington.....	90			90
Total.....	32,459	10,508	19,025	61,992

The statistics of colleges and universities show slight losses at a few points and moderate gains at others. Colleges and students are fewer this year than last. The income from productive funds has diminished, but the resources of colleges have increased. They have more property at their disposal and a larger force of teachers. Here and there an institution has enlarged its courses or given to them greater flexibility or closer adapta-

tion to public needs. Some additional institutions have adopted the practice of admitting without examination the graduates of approved high schools. Other institutions have held examinations for admission in distant cities where they have not been held before. Several State universities have received public appropriations sufficient to insure them against immediate necessity and, in some cases, to provide for future needs. Incentives to study have been increased by additional prizes and fellowships. More stringent rules relative to conferring degrees have occasionally been adopted. The conduct of students has received many favorable notices and internal dissensions have not prevailed to any great degree.

COLLEGE HYGIENE.

Prof. Edward Hitchcock, M. D., of Amherst College, Mass., has issued a report on his twenty years' experience in the department of physical education and hygiene in that institution. Heavy gymnastics are not commended by him to the mass of students. Dumb bells weighing about a pound each are approved, and exercise with them is taken for 20 or 30 minutes each afternoon, toward the evening. This has been found the most practicable time. Reliance is not placed on exercise alone for maintaining health. Attention is paid to cleanliness, care of the digestive organs, relaxation from mental effort, &c. Athletic sports are encouraged, but not unduly stimulated. The average development and health of students during their course have been satisfactory. The increase of height from freshman to senior year has been from 67.33 to 67.94 inches; of weight, from 133 to 142 pounds; of chest girth, from 34.76 to 35.97 inches; and of lung capacity, from 233 to 251 cubic inches. The diseases incident to students are principally colds, pneumonia, and throat difficulties. About 40 per cent. of sickness arises from these causes, 9 per cent. from physical injuries, 5 per cent. from febrile complaints, and nearly as much from weak and sore eyes. The average time lost by students on account of sickness has been 2.65 days yearly. Instruction in anatomy, physiology, and hygiene is given in freshman and sophomore years.

GROWTH OF YALE COLLEGE.

The president of Yale College has this year issued the first of a proposed series of reports on the progress of that institution and the changes within it. Once in five years a similar report will be presented to the alumni and distributed to the public. This one covers 15 years. During this period the officers of government and instruction in all the departments have increased from 49 to 108; the students, from 682 to 1,037. The academic staff has increased from 12 professors and 8 tutors to 22 professors and 9 tutors. The graduate department has increased from a single professor and 4 or 5 students to 6 professors and 29 students. The college library has 102,000 volumes against 46,000 in 1865-'66. The Peabody museum has been provided and is made of great service in the study of natural history and kindred sciences. Eight buildings have been erected and \$70,000 have been expended in permanent improvements. The aggregate addition to the wealth of the college is more than \$2,500,000. Of instruction in the academical department President Porter says:

The three lower classes are taught in smaller divisions and the divisions themselves are graded according to scholarship. In the junior and senior classes arrangements for optional studies in the afternoon have been matured and a liberal variety of such studies is offered, and as much time has been allotted to the optional system as, in our opinion, is practicable or desirable. The optional studies are assigned to the afternoon, four in each week, and are so arranged as to provide for continuous study for from one to several terms in all the principal departments of science and letters.

ELECTIVE SYSTEMS.

Elective systems of instruction in colleges have been increasing in favor and have been adopted or extended by several institutions within a few years. Sufficient time has elapsed to warrant inquiry as to results. Theories have been tested practically, and the

advantages and disadvantages of allowing students a choice of studies have been weighed against each other in college halls under the eyes of vigilant observers, whose testimony may be accepted as strong evidence of the appropriateness and value of the elective system. One of the most prominent objections was that students would elect studies requiring the least effort. This has not been found a common practice. In Columbia College, New York City—

The great body of young men in college are really interested in study. They appreciate the value of their opportunities and are earnestly desirous to improve them to the best advantage. They select their studies, when free to do so, with an intuitive recognition of those which they are most capable of mastering, and from which therefore they are conscious that they will derive the greatest profit.

Dr. A. P. Peabody, some time ago, said of the manner in which the power of choice was exercised at Harvard College :

I think that at first there was in the choice of studies a good deal of caprice, wantonness, and haphazard; but with every year the choice has become more and more a serious matter, a subject of careful forethought and forecast, insomuch that there are some of our late freshman class who have, with suitable advice, drawn up written schemes, and very judicious ones, of a course of study extending through the remaining three years.

The choice of subjects made by students freely exercising their taste and judgment bears out the opinions presented and shows a sufficient adherence proportionately to the studies usually constituting college curricula. The number of courses of instruction in the principal departments of collegiate study in Michigan University and the number of students in them present at examination were reported last year. In history there were 11 courses, 582 students; in Latin, 13 courses, 527 students; Greek, 13 courses, 413 students; German, 7 courses, 381 students; French, 8 courses, 315 students; English, 10 courses, 409 students; philosophy, 4 courses, 195 students; mathematics, 11 courses, 339 students; chemistry, 13 courses, 162 students; physics, 6 courses, 113 students; zoölogy, 6 courses, 117 students; geology, 9 courses, 73 students. Many other departments were represented by fewer courses and students. Those mentioned show the prominence of English and linguistic studies. At Johns Hopkins University, 1890-'81, the number of students in attendance on courses in mathematics was 31; physics, 35; chemistry, 40; biology, 25; Greek, 31; Latin, 40; German, 55; French, Italian, &c., 33; English, 29; history, 40. "In Harvard College," says Prof. Charles F. Dunbar, "it does not appear that the tendency of the elective system has been to develop abnormally any particular class of studies." Classical literature has received slightly less attention. Modern languages have maintained their ground. History has gained heavily. Mathematics remains singularly constant. Physics, chemistry, and natural history attract a slightly increasing number of students. In Columbia College, the inferences drawn from a tabular statement of elective work during junior and senior years by President F. A. P. Barnard are as follows :

It appears from the foregoing that the ancient languages are chosen by a larger proportion of the class during the junior than during the senior year; that this proportion for Greek is more than two-thirds in the junior and about one-half during the senior year; for Latin it is five-sixths during the junior and a little less than one-half during the senior; also, that mathematics is chosen by more than three-fourths of the juniors and by only about one-fifth of the seniors. The small number in this latter class is accounted for by the fact that the mathematics of the senior year is the differential and integral calculus, which is only selected by those who have a special aptitude for this class of studies. Physics is a favorite study in both years and was chosen in the year under consideration by nearly the entire number in each class. Of the modern languages, French and German are selected by about a third of the juniors and by about one in eight or ten of the seniors; Italian comes next, and Spanish is the choice of the smallest number. Botany, which was not offered at the beginning of the year, was chosen only by nine juniors.

Of the studies which are elective in the senior year only, geology was, during the year ending June, 1881, elected by every member of the class and astronomy by all but one; about three-fifths selected chemistry, two-fifths philosophy, and one-fifth political economy. Logic, history, and English literature do not appear in the above lists, as these studies are obligatory on all students.

The effect of the elective system on scholarship has been excellent. The studies selected are in harmony with the tastes and proclivities of the students and are pursued with interest and satisfaction. A transition from prescribed to elected studies is accompanied by an improvement in marks. But as some students are not conscious of their unfitness for certain studies and their fitness for others it is suggested that instructors, who have become familiar with the mental qualities and inclinations of pupils, both in preparatory schools and during the period of fixed studies, should be consulted in the preparation of a scheme of elective studies.

The general results of the elective system at Harvard College are summed up by President Eliot in a review of the annual report of the dean of the faculty, as follows :

It is to be inferred from his account of the actual experience of the college during a period of ten years that the system does not tend to bring about the extinction of the traditional studies called liberal; because these studies, though pursued by a smaller proportion of students than formerly, are pursued by those who choose them with greater vigor and to better purpose than they were ever pursued as parts of a prescribed curriculum. The tables of the dean's report also indicate that the scientific turn of mind is comparatively rare among the young men who enter the college, a large majority of the students preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany. Whether this preference is the result of genuine natural predisposition or an effect of the training supplied by the secondary schools it would be hard to determine. Finally, whoever reads the history of the development of the elective system as it is recorded in the successive annual reports of the dean of the college faculty since 1870 will arrive at the well grounded conviction that every extension of the system has been a gain to the individual student, to the college, and to every interest of education and learning, and will also see reason to believe that the time is not far distant when the few subjects still prescribed for all students will in their turn become elective.

VARIATIONS IN COLLEGE ATTENDANCE.

The statistics of the colleges and universities of the country show the number of students in their collegiate departments to be 32,459. The ratio between the number of students and the entire population, whether in the whole country or in the individual States or in groups of States, has much significance and interest. Schools of science form a distinct class of schools, and therefore may be omitted in the consideration of this question, though they have courses of study as advanced as those commonly pursued in colleges and often nearly identical with the scientific courses of classical institutions. The influence of students and graduates of scientific and classical schools is not greatly different, socially or politically. The mental discipline and the acquisitions of the two classes fit them for responsibilities equally burdensome and important. If the frequency with which young people are availing themselves of opportunities for gaining higher education would be ascertained definitely, schools of science and institutions for the higher instruction of women should be taken into account. But many indications may be obtained from approximate figures relating to the relative attendance of youth in distinctly collegiate institutions in different sections of the country.

There is in the United States 1 college student to 1,545 inhabitants. The number of inhabitants of a State for each student attending college within it varies greatly. Connecticut has 655 inhabitants for each student in its colleges; Tennessee and Maryland, about 900; Massachusetts, a little less than a thousand; California, a little more. At the other end of the list are Vermont and several of the States in the Southwest, which have more than three thousand inhabitants to a student in their own colleges. These figures do not represent the number of students from any particular State pursuing collegiate studies. They are approximately correct for the larger States South and West; they are entirely misleading when applied to New England. Comparatively few persons are found in southern colleges who reside out of the State, except in the cases of noted universities and of colleges located near the State boundary. The same is, to a smaller extent, true in the West.

In New England there are 1,034 inhabitants for each student in the colleges of its six States and 1,526 inhabitants for each resident of New England in its colleges. Maine has 1 student in college in New England for each 1,310 inhabitants; New Hampshire,

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1 for 1,983; Vermont, 1 for 1,477; Massachusetts, 1 for 1,393; Rhode Island, 1 for 2,049; and Connecticut, 1 for 1,946. Thus Vermont, which has only 1 student in its colleges for every 3,000 inhabitants, has more students according to its population than Connecticut, though the latter State has one student in its colleges for every 655 inhabitants. Reasons for this are apparent. One of them may be discussed here, since it largely determines whether there will be more students *from* a State or *in* a State. It is the presence of well known and richly endowed colleges. The colleges of Vermont are small and limited in means. Just beyond the boundary of the State are Dartmouth and Williams. The former has 47 Vermont students; the latter, 14. Amherst College is but little more distant and has 12. Harvard and Yale are near enough to attract several. More than one-half of Vermont's students are in colleges outside of the State. The condition of affairs is quite different in Connecticut. Her students are largely in her own institutions. Other States send thither their sons: Maine, 30; New Hampshire, 13; Vermont, 10; Massachusetts, 65; New York, 200; New Jersey, 30; Pennsylvania, 90; and the States of the West are well represented.

It does not appear that the proportion of college students is so much smaller in the older Southern States east of the Mississippi than in New England as many would suppose. One student for 1,700 inhabitants is not far from a just average. A much smaller proportion is reported as in their colleges. But the same inequality exists here as in the States above mentioned. For instance, South Carolina has reported only one student to 3,270 inhabitants. Had every one of its colleges reported, it would have shown a larger proportion of students. A further increase must be made, not only because the State does not educate all its students, but also because almost no students from outside attend its colleges. There are as many students from South Carolina in Yale and Harvard as there are collegiate students in South Carolina from other States, so far as can be ascertained by the catalogues of the colleges of that State for the present year possessed by the Office, and nearly all are in its files. The case of Tennessee is different. It has a large student population from other States. Vanderbilt University alone has nearly 400 such students. In 1880 it registered 31 from Texas, 38 from Kentucky, 35 from Alabama, 14 from Georgia, 7 from Louisiana, 4 from South Carolina, 19 from Arkansas, 23 from Mississippi, and a small number from nearly every one of the Southern and Central States.

It would seem that there has been an increase not only in the absolute number, but also in the relative proportion of college students during the last fifty years; but it is essential to bear in mind that the facilities for gathering such statistics available half a century ago were far inferior to those existing at present. Then 44 institutions reported 4,021 students. At least 13 other colleges existed. If their attendance was on the average the same as that of the 44 reporting, the entire number of students may be estimated at 5,200, about one-sixth of the present number. The population then was a little more than one-fourth as large as in 1880. The establishing of colleges north of the Ohio had only commenced. Five of the 36 colleges in Ohio, 1 of the 15 in Indiana, and 1 of the 28 in Illinois had been founded and in them were gathering small knots of students around the few energetic men that were the soul of these ventures. South of the Ohio River and Pennsylvania and east of the Mississippi 25 colleges, with 1,229 students were reported in the spring of 1831 to the American Quarterly Register, where now there are 92 colleges, with 7,757 students. Then there was 1 student to about 4,000 inhabitants. North Carolina, Georgia, and Tennessee fell below this average. Now North Carolina and Tennessee have more students relatively than the average of Southern States. Virginia and South Carolina have proportionately fewer now than fifty years ago.

In New York, New Jersey, and Pennsylvania there was 1 student for 3,430 inhabitants in 1830; now there is 1 for 1,577 inhabitants. Then New York had comparatively the fewest students in college; now it has the most. Its 4 colleges have multiplied to 27. Union College, then far ahead in point of numbers, has been outstripped by two of the colleges of New York City. In New Jersey students have increased slightly more rap-

idly than the population; and Princeton College has passed by Rutgers. Pennsylvania's student population has increased from 1 in 3,100 to 1 in 1,745. Some of the colleges then flourishing have no longer an individual existence. Others have been founded, so that there are 20 more now than in 1830.

The college population of New England has increased from 1 in 1,281 to 1 in 1,034. That of Vermont is absolutely smaller than fifty years ago; and that of Rhode Island is relatively so. In Maine it has increased from 1 in 2,194 to 1 in 1,500; in New Hampshire, from 1 in 1,760 to 1 in 1,400; in Massachusetts, from 1 in 1,108 to 1 in 940; and in Connecticut, from 1 in 727 to 1 in 655. In none of the States is there so large a part of the entire number of persons in college from the State attending within the State as in 1830. This is emphatically true of New Hampshire and Vermont. Fifty years ago most of the young men of Maine, Rhode Island, and Connecticut were educated in their own States, as they are at present.

President Porter, of Yale College, says: "The liberal education which the colleges have uniformly proposed to give is none other than what Milton calls the 'complete and generous education' that 'fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war.'" This being done, the increased college attendance is a pleasing feature of educational progress. That the tendency of students to pass beyond State limits in seeking higher education is praiseworthy is the opinion of President Eliot, of Harvard. In a recent report he said:

The segregation, within State limits or any other narrow bounds, of the young men receiving university instruction would be a grave calamity for the United States; for the association and education in common of young men taken from all parts of the country is one of the strongest of national bonds. It is much to be wished that universities may grow up in the Western and Southern States, as well as in the Eastern, strong enough to attract students from all parts of the country, and that the German practice of migrating from one university to another may take root here.

SCHOOLS OF POLITICAL SCIENCE.

Political science should be taught in colleges because it directs the attention of the student to important truths and instructs him in principles of government viewed from the standpoint not of the politician, but of the scholar. Most colleges recognize its claims and give one or two terms of senior year to constitutional and international law and political economy. The introduction of elective and graduate courses has given students larger opportunities to pursue the study advantageously. A few leading universities have established courses in which the distinctive studies are history, social science, political economy, and law. Columbia College, New York City, and the University of Michigan, Ann Arbor, have recently added schools of political science to those already in operation. The objects of these new departments are best stated by quotations from the publications of the two institutions. The Columbia College Handbook of Information says:

The purpose of the school is to give a complete general view of all the subjects both of internal and external public polity, from the threefold standpoint of history, law, and philosophy. Its prime aim is therefore the development of all the branches of the political sciences. Its secondary aim is the preparation of young men for all the political branches of the public service.

Acting President Henry S. Frieze, of the University of Michigan, uses the following words in reporting the organization of a school of political science:

It aims to give its students a large and thorough preparation for the duties that will devolve upon them as citizens and members of society. It opens to them a wide range of history, wherein they may learn to estimate aright the conditions either of social good or social evil, the conditions of national prosperity or of national ruin. The courses offered to them in jurisprudence, in constitutional law and history, in legislative and parliamentary forms, and in administrative methods and usages are designed to fit them for those public duties to which every citizen is liable to be called. There are also studies in political economy and international law and studies in sanitary science, all combining with the rest to make up a course of advanced and practical education which can hardly fail to make of those who pursue it to the end intelligent and useful citizens and members of society.

The requirement for admission to the School of Political Science, Columbia College, is the successful completion of the regular course of undergraduate study in that college or in some other maintaining an equivalent curriculum of study to the end of the junior year. One year less of preparatory study is required at Michigan University, and those that have gone forward to graduation in a reputable college are credited with so much of the work of the school as they may have completed during their course.

The studies of the Columbia College School are arranged in a single course three years in length. Those of the first year are chiefly historical. The development of natural sciences, philosophy, national politics, and constitutions is considered with studies in geography and ethnography. Land tenure, taxation, and finance are the branches of political economy under discussion. The studies of the second year are in Roman and constitutional law; those of the third include diplomacy, international and administrative law, and social science. The studies of the Michigan University school are embraced under the four heads of history, political economy, sanitary science, and rights. English history has a prominent place in the historical department. Courses of instruction are also given in the general history of continental Europe, the political history of the American colonies, and the constitutional history of the United States. There are elementary and advanced courses in political economy. The former is theoretical; the latter concerned with practical questions, such as commercial crises, transportation, migration, free trade and protection, and social reforms. Sanitary science includes chemical biology, foods, water and air supply, heating and light, ferments and germs, health laws, &c.

The completion of one year of the course in the school at Columbia College entitles the student to the degree of bachelor of philosophy; of the entire course, to that of doctor of philosophy. The securing of a degree in the Michigan University depends on the satisfactory completion of a prescribed amount of study. An examination for bachelor's or master's degree may be undergone at the close of two years' special work. Those that obtain a master's degree with distinction may present themselves for a doctor's degree at the expiration of another year; others may do so any time after two years. The degrees are in philosophy, in science, or in letters.

The Wharton School of Finance and Economy in the University of Pennsylvania may be mentioned in this connection, although its aim is to prepare for business rather than public life. Its special studies commence with junior year and continue three years, as do the scientific courses of the university. Students who have passed through the freshman and sophomore classes of either the classical or scientific department of the university are admitted without examination; all others are examined in subjects similar to those pursued in one or the other of these departments during the first two years. The prominent studies of the school are French, German, natural sciences, social science, political economy, and general law. The principal work of junior year is on questions of money, taxation, commerce, transportation, and labor. The degree conferred at the end of the course is bachelor of science.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1870 to 1881, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, and 1881 include the National Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.	17	41	70	70	72	74	75	74	76	81	83	85
Number of instructors.	144	303	724	749	609	758	793	781	809	884	953	1,019
Number of students.....	1,413	3,303	5,395	8,950	7,244	7,157	7,614	8,559	13,153	10,919	11,584	12,709

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholarships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of graduate students.
Alabama	1	1	47		11	135				
Arkansas	1	(a)	(a)	(a)	2	6	8	0	721	
California	1	0	0	0	26	70	31			
Colorado	1				5	57		0	0	
Connecticut	1				25	162	5	18	27	
Delaware	1				(a)	(a)		30		
Florida	60									
Georgia	5	16	6711	166	19	176	6			
Illinois	1	3	73	4	24	291	11	1	0	
Indiana	1	2	90	51	9	90	48	2	184	
Iowa	1	2	10	5	20	205	3	3	0	
Kansas	1				13	259	6	2		
Kentucky	1	2			13	d182		300		
Louisiana	1	1	40		9	29		0	0	
Maine	1				8	103	4	3	0	
Maryland	1		6		7	49				
Massachusetts	2				45	257	239	21	0	
Michigan	1	0	0	0	12	209	12	6	0	
Minnesota	1		(a)	(a)	(a)	(a)		0	0	
Mississippi	2	10	437		9	102				
Missouri	2	2	25		15	72	137			
Nebraska	1									
Nevada	1	(a)	(a)	(a)						
New Hampshire	1				10	43	1	0	12	
New Jersey	1				14	40	10	4	40	
New York	1	0	0	0	52	259	(a)	(a)	128	
North Carolina	1	0	0	0	7	16	8		98	
Ohio	1	7	74	19	13	60	62	2		
Oregon	1	(a)	(a)	(a)	3	60			60	
Pennsylvania	1	5	35	10	12	39		5	50	
Rhode Island	1				(a)	(a)			46	
South Carolina	2	(a)	(a)	(a)	4	58				
Tennessee	1	(a)	(a)	0	(a)	(a)		275	0	
Texas	1	0	0	0	18	127	0	0	0	
Vermont	1	0	0	0	9	21	2	0	18	
Virginia	2	1	81	27	33	316	4	0	200	
West Virginia	1	(a)	(a)	0	(a)	(a)		60		
Wisconsin	1	0	0	0	18	88	35	1	0	
Total	46	52	61,629	282	465	3,581	632	68	2,231	
U. S. Military Academy	1	0	0	0	52	228	0	0	0	
U. S. Naval Academy	1	0	0	0	65	261	0	0	0	
Grand total	48	52	1,629	282	582	4,070	632	68	2,231	

a Included in summary of statistics of universities and colleges (Table IX).

b College not yet established.

c Sex of 219 not given.

d Includes some students in the preparatory department.

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TABLE X.—PART 1.—*Summary of statistics of schools of science—Continued.*

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	2,000		1,000	\$75,000	\$253,500	\$20,230		
Arkansas.....	200	25	20	170,000	130,000	10,400	\$2,000	(a)
California.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Colorado.....	150			55,000				\$25,000
Connecticut.....	5,000			200,000	272,164	29,212	17,798	
Delaware.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Florida.....					121,400	10,004		
Georgia.....	3,500	500		164,000	242,202	17,914	1,800	275
Illinois.....	12,942	425	0	545,000	319,000	21,398	10,619	13,842
Indiana.....	2,065	262		250,000	340,000	17,000	2,029	4,500
Iowa.....	6,000	300	0	500,000	600,000	45,000	0	24,000
Kansas.....	3,050	150	300	99,525	329,988	31,225	426	20,729
Kentucky.....				85,000	165,000	9,900	1,500	17,000
Louisiana.....	17,000		0	400,000	318,313	14,500	0	10,000
Maine.....	4,105	131		145,000	131,300	7,500		3,000
Maryland.....			1,500	100,800	112,500	6,975	825	6,000
Massachusetts.....	5,300	200		520,727	542,000	30,672	53,107	
Michigan.....	6,250	328	300	274,380	327,284	20,517	0	12,040
Minnesota.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Mississippi.....	2,830			300,000	226,575	11,679		87,000
Missouri.....	1,750	72		46,660	55,000	7,680	1,300	7,500
Nebraska.....	(a)			25,000				(a)
Nevada.....				(a)	(a)			(a)
New Hampshire.....	1,200		200	100,000	80,000	4,800		
New Jersey.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	6,960
New York.....	(a)	(a)	(a)	\$253,509	(a)	(a)	(a)	(a)
North Carolina.....	2,000			(a)	130,000	7,500	(a)	
Ohio.....	1,600			500,000	559,628	33,923	3,798	20,573
Oregon.....	(a)	(a)	(a)	10,000	80,000	5,000		
Pennsylvania.....	3,000			532,000	500,000	30,000	0	0
Rhode Island.....	(a)	(a)	(a)		50,000			
South Carolina.....	26,500			25,000	191,800	11,508		
Tennessee.....	(a)	(a)	(a)	(a)	425,000	25,410	(a)	
Texas.....	1,090		0	212,000	174,000	14,280	4,191	0
Vermont.....	(a)			(a)	(a)	8,180	(a)	(a)
Virginia.....	2,200	470	50	521,080	435,000	23,500	100	10,500
West Virginia.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin.....	(a)	(a)	0	200,000	267,000	15,322	18	0
Total.....	109,732	2,833	3,370	6,308,881	7,358,654	491,229	99,511	268,919
U. S. Military Academy.....	28,208	458		\$2,500,000	0	0	0	0
U. S. Naval Academy.....	22,629	869	0	1,292,390	0	0	0	0
Grand total.....	160,569	4,190	3,370	10,101,271	7,358,654	491,229	99,511	268,919

a Included in summary of statistics of universities and colleges (Table IX).

b Value of equipment only.

c Value of grounds and buildings.

TABLE X.—PART 2.—Summary of statistics of schools of science.

States.	Number of schools.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholar- ships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of grad- uate students.
California.....	1	2	26	8	5	48	20			
Colorado.....	2				8	18	65			
Georgia.....	1									
Indiana.....	al									
Massachusetts.....	5				108	206	18	20	7	
Michigan.....	1				3	7				
Missouri.....	1	5	6249		17	37	109	7	9	
New Hampshire.....	2				16	50	0	0	20	
New Jersey.....	2				29	153	1	2	15	
New York.....	5				84	2,579	4	8	44	
Ohio.....	3				6					
Pennsylvania.....	8		7		99	2,225	41	2		
Vermont.....	1				10	20				
Virginia.....	3				8	123			17	
District of Columbia.....	al									
Total.....	37	7	6282	8	378	5,466	258	14	112	

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California.....	300							
Colorado.....	600	50		\$15,000			\$1,500	\$15,000
Georgia.....								(c)
Indiana.....	900			185,000	\$250,000	\$15,000		
Massachusetts.....	6,200	200		188,500	1,599,750	72,755	10,050	
Michigan.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Missouri.....				125,000				
New Hampshire.....	2,000	100		\$1,700	200,000	11,000	2,160	0
New Jersey.....	5,000	100		656,000	610,000	43,450	19,780	0
New York.....	24,393	1,447		2,000,000	150,000	\$43,495	44,100	
Ohio.....				100,000	1,250,000	9,734		
Pennsylvania.....	42,468	1,306		594,000	50,000	6,050		
Vermont.....	4,000			20,000			1,000	
Virginia.....	550	500	150	400,000	20,000	1,200	7,000	15,000
District of Columbia.....								
Total.....	86,411	3,703	150	4,229,200	4,129,750	202,684	85,590	30,000

a Not yet organized.

b Includes a number of female students.

c Included in summary of statistics of universities and colleges (Table IX).

d Value of apparatus.

e Includes receipts from other sources.

The schools of science have not undergone great changes during the last year. The number of institutions endowed with the national land grant remains the same and their faculties and students have neither diminished nor increased greatly. Gifts have been made to some of them, and thus they have been afforded better conveniences and an opportunity to widen the field of instruction and increase the teaching force. The newly established colleges of agriculture in Mississippi and South Carolina have been well attended and are meeting with eminent success. The list of schools of science not endowed with the national land grant has had a few additions. The Case School of Applied Science has been organized at Cleveland, Ohio. The design of its instruction is to give a thorough technical and professional training in the principles of natural and physical science, with their application to the arts. The course of study will be four years in length. One-half of the time will be spent in a careful study of mathematics, chemistry, physics, modern languages, and the methods of scientific research; the other half, in professional studies in some department of applied science. It is yet to be announced in what departments instruction will be afforded. The Ohio Mechanics' Institute, Cincinnati, has taken a forward step during the year by organizing a department of science and arts. Its duties include publishing a quarterly journal of science, providing annually a course of not less than six public lectures on topics of general interest within the scope of the department, holding monthly meetings for the transaction of business and the discussion of scientific questions, and inquiring into and reporting on new and presumably meritorious inventions. The department is divided into special sections for scientific work, each of which has an organization of its own. Sections of chemistry, mechanics, and engineering have been formed, and those of electricity and architecture are contemplated. The journal of the department contains "such of its proceedings, including reports on inventions, papers, and discussions of scientific interest, as may be deemed valuable to the public." The consideration of new inventions is intrusted to a committee of not less than five persons. Evidence of original invention, novelty, and usefulness is required. If the device or discovery seems worthy, the committee may recommend the award of the medal of the Ohio Mechanics' Institute. The society is enjoying a vigorous life and promises to greatly enlarge its field of usefulness.

A series of elaborate agricultural experiments has been undertaken at private expense at Houghton Farm, Orange County, N. Y. This estate was purchased five years ago by Mr. Lawson Valentine, of New York City. It was soon brought to a satisfactory condition as a residence, and then plans for experimental work were made. Dr. Manly Miles was employed as director, and laid out fields suitable for his purpose, supervised their systematic drainage, and visited the best known experimental stations of Europe. Actual work was commenced in the year 1880. Recently the enterprise has been divided into three distinct departments: the farm, the experiment work, and the residence. The intentions of the proprietor with reference to these departments are stated by him, as follows:

(1) That the farming operations be carried on in accordance with the best known methods and under the best possible organization and management, with a view of educating and enlightening others by furnishing valuable examples and results in practical agriculture.

(2) That there be a scientific department devoted to agricultural investigation and experiment, and that such department be of the highest order, so as to command the respect, interest, and coöperation of the leading scientific minds of this and other countries.

(3) That Houghton Farm be a comfortable, healthful, and attractive home for the family of its proprietor and afford large hospitality for friends and guests.

PHYSICS AND CHEMISTRY.

During the year a circular on chemistry and physics, edited by Prof. F. W. Clarke, B. S., has been widely distributed. It contains a comprehensive view of instruction in these subjects, given in various classes of schools, and was introduced by general re-

marks on the increase of science teaching, the methods of instruction, laboratories, original research, &c. The report was well received and promises to aid in promoting the study of these sciences, which contribute so much to the solution of industrial problems and to the right understanding of familiar operations and phenomena.

Examples of the practical uses to which the principles of each department of physics are applied readily suggest themselves.

The author of a handbook of the Kansas State Agricultural College, issued during the time when Hon. J. A. Anderson, now a member of Congress, was president of the institution, says:

In most of the arts and trades, a knowledge of some branch of physics or chemistry ranks next in usefulness to that of practical English and practical mathematics, and should be taught accordingly. Familiarity with the laws of light and skill in the manipulation of shades and colors have special worth to the painter, frescoer, engraver, and photographer. The mason, builder, and machinist should understand heat, as it acts upon air in the draught of flues and ventilation of houses or in the shrinking and warping of wood, or as it acts upon water, upheaving foundations, disintegrating rock, or furnishing the great motor, steam. Water itself, either as a driving power or as a solving and cleansing agent, has an interest to the artisan equal to the use which he makes of it. Electricity has its special value to the operator, metallurgy to the worker in metals, economic geology and botany to the engineer. As numberless as the vats, laboratories, and furnaces of the industrial world are the combinations of physics and chemistry.

Mr. C. B. Stetson, a writer on technical education, speaking of the industrial value of a knowledge of chemistry, says:

All those persons whose business it is to produce new combinations of matter—such as the farmer, miner, dyer, bleacher, founder, maker of machinery, and numerous others—should have a knowledge of chemistry. Without such knowledge, which is an essential element of skilled labor in these departments of industry, neither rude nor dexterous labor can produce satisfactory results.

Such ideas of the importance of chemistry are of recent origin. A hundred years ago the students of medicine first undertook to apply the elements of this science which now is called upon by them with the utmost frequency. Within the present century only have professorships in colleges been generally established. The rapid spread of the study commenced after the period of brilliant chemical discoveries, which extended over a large part of the first half of this century. When, in 1862, Congress gave land for the promotion of the education of the people in the pursuits and professions of life, chemistry had become recognized as a science touching human industry at many points and found a foothold in all the institutions aided by the national grant. Nearly one-fourth of them have courses designed particularly for the perfecting of students in chemical knowledge. Cornell University has a four years' course in chemistry and physics; Rutgers Scientific School, a short course exclusively for chemistry and a long course in chemistry and agriculture; the Massachusetts Institute of Technology, three courses, four years in length. Other scientific colleges give similar prominence to this science, so that it may be said with truth that endowing schools for practical education by the Government has been a powerful stimulus to the study of chemistry. Professor Clarke, in the circular whose publication has elicited these thoughts, speaks of the study of chemistry and physics in the schools of science as follows:

The scientific schools differ from each other almost as widely as do the colleges. One, for example, is exclusively a school of engineering, in which chemistry and physics are purely incidental studies. Others devote especial attention to giving mechanical training to mining, or to chemical technology. In nearly all of them applied science, so called, is mainly cultivated, with inorganic and analytical chemistry and general physics as prominent objects of study.

The mental discipline incident to the study of chemistry is of the highest kind, and entitles the science to a prominent place among the branches which make up advanced courses of study. This truth has been recognized by many collegiate institutions, both by giving the science increased attention in fixed courses and by placing it on an equality

with classical and mathematical studies in many instances in which the elective system has been adopted. Original work in the laboratory merits the warmest commendation, as it employs the finest qualities of the intellect. Prof. Henry E. Roscoe has made a forcible presentation of the claims of original research at Owens College, Manchester, England, in which occur the following passages:

In this ordinary course of laboratory work the hand is gradually trained to perform the various mechanical operations; the eye is at the same time taught to observe with care and the mind to draw the logical inferences from the phenomena observed. Habits of independent thought and ideas of free inquiry are thus at once inculcated; no authority besides that of the senses is appealed to, and no preconceived notions have to be obeyed; the student creates for himself his own material for observation, and draws his own conclusion therefrom. If he is inaccurate, either in his manipulation, his observations, or in his conclusion, nature soon finds him out.

INSTRUCTION IN MECHANICAL ENGINEERING.

The multiplication of courses in mechanical engineering, the improvement of methods of instruction in this department, and the increase of appliances for practical work have been noticeable in schools of science during the present year, as well as in those immediately preceding. The term mechanical engineering is not easily defined. It may be described as the art of designing, constructing, and operating machinery, mill work, steam engines, and other machines. The ample remuneration for such work which manufacturers are willing to give and the popular conviction that our youth may be trained to fill places of usefulness and honorable profit in mills and factories to the advantage of themselves and the nation have originated and nourished the systematic study of all branches bearing upon mechanic arts. In the courses established, modern languages and literature have served to make students acquainted with engineering literature and able to express themselves with correctness and fluency. The sciences have unfolded the laws of natural forces underlying processes and existing in materials. Mathematics has given the rules of calculation; drawing, a skill of eye and hand; and shop practice, familiarity with actual labor accurately performed. How these and other subjects are embodied in the training of the mechanical engineer will appear incidentally in taking a brief view of instruction in this department.

The friends of industrial science and practical education living in Eastern Massachusetts were turning their thoughts as early as 1860 to the establishment of an institute of technology, in which the sciences allied to the occupations of the producing classes should be taught with special reference to their economic value. A school of mechanical engineering was not among those named in the original plan, but the course of study placed at the head of all in the first catalogue of the institute was in this subject. Its studies occupied the last two years of a four years' course, and were embraced under the heads of analytic mechanics, applied mechanics, construction of machines, descriptive geometry, and general studies.

While the Institute of Technology was being organized in Boston, gentlemen of wealth in the central part of the State became convinced of the need of a system of training boys for the duties of an active life "broader and brighter than the popular method of learning a trade and more simple and direct than the so-called liberal education." Through their beneficence the Worcester County Free Institute was founded and enabled to offer an education based on mathematics, living languages, physical sciences, and drawing, and a training for some mechanical pursuit. At the organization of the institute (1868), algebra, geometry, trigonometry, calculus, and mechanics were included in the mathematical studies. French is the modern foreign language most studied. Chemistry was taken more or less throughout the course, while physics and geology received attention. Free hand drawing occupied ten hours a week junior year and two hours a week middle year; mechanical drawing, six hours a week during middle and senior years. A department of design received into it at the middle of junior year students who had exhibited aptness for drawing, and gave them instruction preparatory to

fresco and ornamental painting and the designing of prints. The distinguishing feature of the institute was the method and amount of practice in a machine shop. The shop was a genuine factory, turning off marketable products and employing skilled mechanics for the direction of the students. In it each scholar was obliged to work a fixed number of hours weekly. His advantages over a common apprentice consisted in the rapid advancement from drudgery to skilled labor, the careful distribution of time, constant tuition, and the discipline and culture of drawing and intellectual studies. The original plan has been adhered to substantially to the present time, the amount of drawing and shop practice having been slightly increased. Each student must commence work at 7 in the morning, daily. The training, it is claimed, omits no element necessary to an education in mechanics, and introduces chipping, filing, planing, sawing, milling, &c., in their relations to an actual machine or structure and under the stimulus of the business consequences of inferior workmanship. The course of practical work may be so modified as to give special fitness for either mechanical engineering, civil engineering, drawing, physics, or chemistry, students of mechanical engineering being required to serve an apprenticeship of six months previous to entering the regular three years' course.

In 1868, Edwin A. Stevens, esq., a wealthy citizen of Hoboken, N. J., bequeathed land and a large sum of money for the founding of an "institution of learning." The trustees to whom the disposition of the funds was given determined to establish a school of mechanical engineering and name it the Stevens Institute of Technology in honor of its founder. A single course of instruction was arranged. Mathematics, physics, mechanical drawing, chemistry and metallurgy, French and German, and literature were given places beside mechanical engineering. A faculty of young men was selected to aid in executing the plans of the trustees, and the new field was entered upon with enthusiasm. The institute has grown steadily. In 1875 a mechanical laboratory was established. In it engines, lubricants, building materials, and other structures and substances have been tested. The department of mechanical engineering instructs thoroughly in the various branches of the subject and gives practice to familiarize the student with appliances, processes, and methods necessary to the construction of mechanical design. The workshop course consists of carpenter work and wood turning, millwrighting and steam fitting, machinist work, blacksmithing, moulding and founding, and pattern making. The carpenter work includes the preparation of tools and exercises in planing, sawing, and framing. The instruction in wood turning is upon the care and management of the lathe, the production of definite forms, and the action of woods while being turned. The practice in millwrighting and steam fitting is thorough and complete, as it is in the other departments of actual work. The school has long had a machine and carpenter shop, an iron and brass foundry, and a blacksmith shop. During the past year (1881) a new machine shop has been fitted up and presented to the institute. It is 50 by 80 feet in area and has galleries running along the four sides. An engine near the centre drives two lines of shafting connecting with machine tools. They consist of fourteen lathes of different sizes, two planers, two drill presses, and one milling machine. At the presentation exercises, President Henry Morton spoke of shop practice, as might the heads of other schools or departments of mechanical engineering, in the following words:

We have no idea of allowing our workshop course in any way to displace the valuable instruction of the other departments; but, on the contrary, we intend that it shall render them only more efficient, by making closer their relations to what every student sees to be the object of his course here, namely, the acquirement of the various and extensive knowledge—scientific, mathematical, and practical—which will enable him to grapple successfully with the vast and difficult problems daily presented to the mechanical engineer.

About the year 1869 the Iowa Agricultural College established a course in mechanical engineering. Previously there had been a shop connected with the college; but it was made of service in purely utilitarian work for the college, which was chiefly concerned

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with agriculture. While repairs were being made and other work done, the students had opportunities to earn wages and learn the use of tools. On the reorganization of the college, instruction in branches contributing to mechanical knowledge was arranged in a course by itself, which followed closely the agricultural course for a year and a half and then was characterized by special studies in the mechanic arts. The plan has been changed little since. The work in the shop, consisting of a series of exercises such as are involved in the construction of models and simple pieces of apparatus, has become more regular and systematic. It is required for two or three hours a week during freshman, junior, and senior years. Much work is done in the mechanical laboratory during junior year and the study of steam occupies considerable time in senior year.

Although there had been a design to locate a branch of the Illinois Industrial University at Chicago, in which there should be instruction in the mechanic arts, yet a shop was provided at the opening of the university at Champaign in which students learned something of mechanical processes. No regular course of practice was taken and no professor of mechanical engineering appointed until 1870. Training was obtained by constructing parts of machines and by performing work needed by the university. In 1870 Professor Robinson entered upon his duties as professor of mechanical engineering, arranged a course of study and practice, and commenced the equipment of shops. By his advice an engine, a lathe, machine tools, a forge and its accessories, raw material, and other necessities were provided, and the shop was enlarged. In 1871 a building 128 by 88 feet was erected, in which were a boiler and forge room; a machine shop, furnished with steam engine, lathes, and other machinery; pattern and finishing shop, and shops for carpentry, cabinet work, wood working machinery, paint rooms, printing room, draughting rooms, &c. Over seven thousand dollars' worth of new machines and tools was added to the outfit of the several shops, and the attendance upon this course of instruction rapidly increased, and practice became more systematic. In 1878 a course in mechanical engineering was announced, which has been adhered to closely to the present time. It gives the student practice in five shops which are devoted to (1) pattern making, (2) blacksmithing, (3) moulding and founding, (4) bench work for iron, and (5) machine tool work for iron, respectively. In the first the practice consists of planing, turning, chiselling, and the preparation of patterns for casting. The shop has a complete set of tools, benches, and vises. The common operations of blacksmithing are undertaken in the second shop and those of casting in the third. In the fourth shop there is a course of free hand bench work, and afterward the fitting of parts is undertaken. In the fifth shop all the fundamental operations on iron by machinery are practised. The actual work done is carefully outlined beforehand by drawings; and the designing of machines and their elements is required.

Instruction in mechanical engineering in Cornell University received its chief impulse in 1870, when provision was made by Hon. Hiram Sibley for the erection of a building for the department of mechanic arts. A course four years in length and another three years in length had been arranged at the organization of the university or soon after. Upon the completion of the building and the equipment of its rooms the department was in a condition to supply practical as well as theoretical instruction. A professorship was endowed by the generous benefactor who erected the building and the amount of shop practice gradually increased. The University Register of 1876 speaks of the department of mechanic arts as follows:

There are now closely connected with the lecture room, in which the *theoretical* side of the mechanic arts is presented, other rooms for the designing and modelling of machinery and workshops fitted with power and machinery for working in wood and metals, in which the *practical* side will be conducted.

The machine shop is to be conducted wholly as a means of instruction, and each student in the department will be required to devote at least two hours a day to work in the shop, so that he will not only get theory and practice combined, but he will also have opportunities to construct and use tools of the greatest precision. Each candidate

for the degree of bachelor of mechanical engineering will be given an opportunity to design and construct some machine or piece of apparatus or conduct a series of experiments, approved by the department, such as promise to be of public utility.

At present the professional studies are pursued chiefly in the fourth year of the course; but experimental mechanics, machine construction, and mill work are studied in the second or third year; drawing and shop practice continue through the course. The studies of the fourth year are mechanism, machine drawing, and mechanics in the first term; designing machinery, steam engine, and practice in the physical laboratory in the second term; and in the third term building materials and construction, field practice, and the use of instruments, the preparation of working drawings, and special study. The shop practice embraces work requiring the use of all hand tools and of the machines ordinarily employed in machine shops.

In 1871 a distinct course in mechanical engineering was announced by the officers of the O'Fallon Polytechnic Institute of Washington University, St. Louis. It extended over two years and was preceded by two years of general scientific study. Its studies included mathematics, descriptive geometry, drawing (through the course), mechanics, physics, chemistry, mineralogy, geology, astronomy, and English studies. A workshop was commenced soon afterward. At the outset its equipment consisted of a lathe, machine tools, carpenters' tools, and benches. It has been supplied from time to time with other tools, until now the admirable and extensive shops of the Manual Training School are at the service of engineering students. Before the opening of this school students had practice in three shops: the carpenters', the blacksmiths', and the machine shop. The carpenters' shop contained work benches, drawers, and tools for twenty students. The blacksmith shop had two forges and the essential tools for forge work. The machine shop contained 10 lathes of various patterns, a scroll saw, a planer, and a gear cutter. Two afternoons a week were assigned for shop practice, and the work thus done did not diminish the intellectual tasks required.

In 1872 the legislature of Minnesota created a college of mechanic arts in the State University. In the next college year a course in mechanical engineering was constituted by giving increased attention in the last year of the civil engineering course to physics, applied mechanics, and machines. In 1875 a beginning in fitting up a shop for the accommodation of students in mechanical engineering was reported. The nucleus of an equipment then existed in the shape of a lathe and accompanying tools. The study of machinery and other branches of mechanical engineering was commenced with junior year. During the present year (1881) shops have been equipped for practice. They are (1) a wood shop, with benches, lathe, and wood working tools; (2) a vise shop, with benches, vises, files, and other "fitting" tools; and (3) a forge shop, with a steam engine of eight horse power, eight forges, anvils, and the necessary forging tools. The prospect of satisfactory results is most gratifying. It is intended to devote the first term to vise work, the second to forge work, and the third to wood work.

A course in mechanical engineering was started at the commencement of the college year in 1872 at the Maine State College of Agriculture and the Mechanic Arts. It was attempted by it to lay a solid foundation in the knowledge of the principles of machinery, and at the same time to make the instruction of practical value by means of problems in construction and design, particular attention being given to drawing. The college has never had shops for instruction, but a room has been fitted up for vise work. In this way students acquire a degree of manual dexterity.

In 1872 the University of Pennsylvania organized a department of science, having courses in (1) analytical and applied chemistry and mineralogy, (2) geology and mining, (3) civil engineering, and (4) mechanical engineering. The courses were identical for two years and distinct for two years. The special studies of the course in mechanical engineering were applied mechanics, machinery, drawing, and descriptive geometry. Visits to machine shops and factories and the examination of models of bridges, roofs, and mechanical structures formed part of the plan of instruction. Recently the course has

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been made five years in length. Special attention is given to drawing, first from designs and models and afterwards from calculations, to casting and working in iron, and to making and using machine tools. The cabinet of models now contains representations of various kinds of steam engines, American and foreign machinery, pulleys, shafting and coupling, various products of iron manufacture, and working drawings of constructed machinery. Opportunity for graduate study is afforded.

The school of mechanical engineering of Lehigh University requires two and a half years of professional study of candidates for the degree of mechanical engineer. The degree is also conferred upon graduates of the school of civil engineering who devote a year to the study of stereotomy, thermodynamics, kinematics, metallurgy, machine drawing and construction. The instruction is largely theoretical. Workshop lectures and visits of inspection have been included. The shop instruction does not necessarily involve manual labor and the manipulation of tools, but rather aims to familiarize students with those points in pattern making, moulding, forging, fitting, and furnishing which designers of machinery need to know.

In 1873 the organic law of the Kansas State Agricultural College was revised and numerous industrial departments were created. A carpenter shop was provided and students were furnished with bench room and tools. They were taught the uses and names of tools, required to put them in order and keep them so, and given regular practice in sawing, planing, tenoning, mitring, and house framing, building, and finishing. Useful articles were also made for the college or the student himself. The carpenter shop is now better equipped than in 1873, having separate benches and tools for twenty students in a class, besides machines and tools for finer work. There is also a shop for iron work. The similarity of the instruction in carpentry given at present with that commenced in 1873 is shown by the following recent statement:

On entering the shops all are enrolled as carpenters and take the same first lessons in sawing, planing, and dressing lumber, making mortises, tenons, and joints, and in general use and care of tools. Later, one who chooses a trade is provided with work in the line chosen, while the farmers' course provides for general training in a great variety of operations, rather for ingenuity than for skill. In the full course of a carpenter special instructions are given in the whole range of work, from framing to stair-building. Students are allowed, after attaining sufficient skill, to work upon their own materials, under the advice of the superintendent. All are required to take at least one term of practice in the shop during the first year at college. In iron work instruction is given in ordinary forging, filing, tempering, &c.

No studies directly pertaining to mechanical engineering are taken in the course of study prescribed for all the students of the college. Drawing, mechanics, and civil engineering are the most nearly related.

The professional studies in mechanical engineering in the Massachusetts Institute of Technology had been given in 1873 three years (instead of two as at first) and only one year of the course was devoted exclusively to general study. The direct engineering instruction was then given in three courses: the mathematical, the practical, and the graphical. They were carried on together with the same class. In the practical course the entire attention was given to the application of theory as involved in practice. In the graphical course it was intended to supplement each exercise in theory or practice by a drawing exercise covering the same ground. The instruction was aided by large collections of models of carpentry, masonry and stone cutting, bridges, machines, and mechanisms. The International Exhibition at Philadelphia in 1876 gave a new phase to instruction in mechanical engineering, allaying it firmly to shop practice. The lessons then taught by the exhibit of foreign nations, especially Russia, were utilized immediately by those holding a controlling influence in the Institute of Technology. Shops for wood work, forging, founding, and machine tool work were provided. Courses of practice were laid out to be pursued by not only the pupils in the school of mechanic arts, but also by the students of mechanical engineering. This plan was modified somewhat by the introduction of the shop practice mentioned above, and a course adopted varying from the

one now pursued chiefly in being less restricted to technical branches. The present course shows the studies adjudged by good authorities to be essential to the education of a mechanical engineer. It is as follows:

First year: Algebra, geometry, plane and spherical trigonometry, chemistry, qualitative analysis, laboratory work, rhetoric, English composition, English history and literature, French, drawing, military drill.

Second year: Setting of machines, transmission and production of power, kinematics of machines, machine drawing, analytic and descriptive geometry, differential calculus, physics, descriptive astronomy, physical geography, English history and literature, German, pattern and foundry work (shop work), carpentry.

Third year: Combustion of fuel, steam generators and steam engines, machine drawing, machine design, elements of thermodynamics, steam engineering laboratory, integral calculus, general statics, strength of materials, blacksmithing (shop work), physics, lectures and laboratory work, constitutional history, political economy, German, kinematics and dynamics, chipping and filing (shop work).

Fourth year: Machine design, measurement and regulation of power, machine drawing, thermodynamics of steam and other heat engines, pumping engines, hydraulic motors, machines and regulators, abstracts from memoirs, steam engineering laboratory, strength of materials, hydraulics, metallurgy, theory of elasticity, dynamics, building materials, blacksmithing (shop work), engine lathe work (shop work), thesis work.

A course in physics and mechanical engineering was arranged at the opening of Purdue University, La Fayette, Ind., in 1874. In 1878 President White recommended the adoption of the Russian system, the employment of a competent instructor, and the furnishing of the necessary shops. In October, 1879, the school for practical training in mechanics was opened. The shop was placed in the charge of Prof. W. F. M. Goss, a graduate of the department of mechanics of the Massachusetts Institute of Technology. It was fitted to accommodate five students, giving them practice, not in special trades, but in the use of typical hand and machine tools for working in wood and iron and in the elementary principles which underlie mechanical trades. The course is two years in length and includes ten weeks of bench work in wood, twelve weeks of pattern making, ten weeks of bench work in iron, twenty weeks of forging, and eighteen weeks of machine work.

The machinery is driven by steam power from the engine house. The shop contains five benches for wood working, with sets of carpenter tools, a large power turning lathe, scroll saw, and other tools for a large variety of work. The machines, tools, and fixtures for iron work include (1) benches fitted with Parker vises, sets of files, chisels, hammers, hardened steel squares, gauges, calipers, and other tools needed for all kinds of bench work in iron; (2) forges of improved pattern, with air blast furnished by a Sturtevant blower driven by steam power, and all the common smithing tools, such as anvils, hammers, tongs, chisels, &c.; (3) an engine or machine lathe, a machine planer of the best pattern, a vertical drill press, an emery grinder and grindstone, with a supply of small tools: chucks, drills, taps, and dies, and lathe and planer tools, &c.

The Agricultural and Mechanical College of Texas was organized in 1876 and reorganized in 1880. Two courses of study were then laid out, one in agriculture and the other in mechanics. Each was three years in length and included no foreign languages. The mechanical course required drawing and shop work throughout. The shop work of the first year includes elementary constructions in wood with hand tools and practice with wood working machinery; second year, elementary metal working, machine tool work, practical steam engine, and mill work; third year, work on original designs and experiments and a graduation construction. There are shops for (1) carpenter work, (2) forge work, (3) vise work, (4) machine wood work, (5) machine metal work, and (6) steam engine. The equipment of the shops cost about \$5,000. All work is executed from drawings and must come up to the standard of good workmanship. The progress of the student through the shop practice is described by the professor of mechanical engineering as follows:

Beginning with wood working by hand tools, he will be promoted from that to the use and care of wood working machinery, such as circular and fret saws and the turn-

ing lathe. Then he will be made stock clerk and time keeper; after that take a course of instruction in working of metals with hand tools, such as filing, chipping, and other vise work, erecting of machinery; then be put in charge of the boiler, and from that duly promoted to engineer, to take charge of the engine and power; and from that goes to drilling, boring, turning, screw cutting, and other machine tool work, when he is to begin work on his graduating piece, which is to be made entirely by himself and be a whole or part of the subject treated of in his graduating thesis.

In 1877 the University of Wisconsin established a department of mechanical engineering and equipped a machine shop for practical work. The course of study commences with sophomore year, and is devoted to mathematical, scientific, and practical work, to the general exclusion of literary and linguistic branches. Ten hours a week of shop work are required. The instruction is conducted upon a system combining training in elementary and fundamental processes with the construction of machines and the performance of profitable labor. The shop is a well lighted room, 38 by 40 feet in area and 14 feet in height, and contains the most approved tools and machinery. The motive power is furnished by a 30 horse power steam engine.

In 1878 a gentleman was called to the chair of physics and mechanics in the Ohio State University who was especially interested in mechanical engineering. Up to that time physics had received attention to the exclusion of mechanics. Then a course in the latter subject was instituted, in which were included mechanism, machine drawing and designing, thermodynamics, prime movers, machinery, mill work, strength of materials, and laboratory practice. The mechanical laboratory was not in shape for use until 1880 and seems to be equipped simply as a workshop. It is said to "contain all the machinery now necessary to the practical training of young men fitting themselves for the work of the mechanical engineer." It occupies a building admirably arranged for the proper location within it of work benches, vices, and machinery. The practice in the mechanical laboratory is had during sophomore year and consists mostly of exercises in the use of common tools. Fourteen students have taken the course during the past fall term.

In 1881 the University of Michigan availed itself of the provision of Congress allowing engineers in the Navy to be detailed as professors in colleges. It thus secured the services of a gentleman qualified to oversee the establishment of a department of mechanical engineering as well as to instruct in the branches specially contemplated in the statute under which the professor was assigned. The act of Congress provided—

That, for the purpose of promoting a knowledge of steam engineering and iron ship-building among the young men of the United States, the President may, upon the application of an established scientific school or college within the United States, detail an officer from the Engineer Corps of the Navy as professor in such school or college: *Provided*, That the number of officers so detailed shall not at any time exceed twenty-five, and such details shall be governed by rules to be prescribed from time to time by the President: *And provided further*, That such details may be withheld or withdrawn whenever, in the judgment of the President, the interests of the public service shall so require.

The State has appropriated \$2,500 for a mechanical laboratory in connection with the department of engineering, and it has been decided to expend the sum in erecting and equipping a shop for practice in the mechanic arts. The department of engineering is now fully organized by the provision of courses in civil, mining, and mechanical engineering.

MANUAL TRAINING SCHOOLS.

A school of mechanic arts was founded at Boston, Mass., in August, 1876, by a vote of the corporation of the Massachusetts Institute of Technology. In a recent article on the manual element in education, Prof. J. D. Runkle, LL. D., says:

This school, in which special prominence is given to *manual* education, has been established for those who wish to enter upon industrial pursuits rather than to become scientific engineers. It is designed to afford such students as have completed the ordinary grammar school course an opportunity to continue the elementary, scientific, and literary

studies, together with mechanical and free hand drawing, while receiving theoretical and practical instruction in these various arts, including the nature and economic value of the materials with which they deal. Nine hours per week—three lessons of three hours each—of the students' time are devoted to shop work, and the balance to drawing and other studies, only one shop course, except in the case of special shop students, being carried on at a time.

The plan of shop work is similar to that of the imperial technical school at Moscow, Russia. The studies, outside of the shops, are, for the first year, algebra to equations of the second degree, plane geometry, mechanical drawing, and English composition; for the second year, algebra, physics, mechanical drawing, and English composition. The mechanic art courses are as follows: In *wood*: (1) carpentry and joinery; (2) wood turning; (3) pattern making. In *iron*: (1) vise work; (2) forging; (3) foundry work; (4) mechanical tool work.

The wood working shop is 50 by 20 feet in area. At one end of the room 16 lathes are arranged on two long benches, so that there are four lathes on each side of each bench. Beneath the lathes are drawers for tools. At the other end of the room carpentry and joinery benches are placed. In the middle are saws for cutting lumber to desired dimensions. The machine tool shop contains 16 engine lathes, 4 speed lathes, and a milling machine. The vise shop contains 4 heavy benches, with 32 vises attached. This gives a capacity for teaching 128 students the course every 10 weeks, or 640 students in a year of 50 weeks. The forge shop has eight forges. The foundry has 16 moulding benches, an oven for core baking, and a blast furnace of one-half ton capacity.

Mr. Thomas Foly, who is in charge of the forging, vise work, and machine tool work, says:

The plan here is to give to the student the fundamental principles in such lessons as will teach them most clearly and give practice enough in the shortest time to acquire a knowledge of the different kinds of tools and various ways of using them. For instance, if a man can make a small article in iron, steel, or any other material perfectly by such methods, he can make it of larger proportions with the additional time and help required for such an undertaking. The same in degrees of heat required for fusing or welding metals: if he can do it well in a lesser degree, he can certainly do so in a greater, with the additional facilities.

After nearly five years' experience in the workshops in my charge, with the valuable suggestions of the professors so much interested in the success of the school, we find the best results in the time allowed accomplished by the method now in use in the institute workshops, viz, three lessons per week of three hours each. The time is just sufficient to create a vigorous interest without tiring; it also leaves a more lasting impression than by taxing the physical powers for a longer period. We have tried four hours a day, and find that a larger amount of work and of better quality can be produced in the three hour lessons.

The Manual Training School of Washington University, St. Louis, which was described in my last annual report and a short account of which may be found in the appendix, has had a year of gratifying prosperity.

INDUSTRIAL SCHOOL FOR MINERS AND MECHANICS.

A school of a grade hardly as high as that of manual training schools was opened in May, 1879, at Drifton, Pa., for the instruction of young miners in subjects immediately relating to their work. The instruction is given in the evening, except when mining operations are suspended. Then pupils are expected, but not compelled, to attend from 9 to 12 o'clock A. M. and from 2 to 5 o'clock P. M. The usual length of evening sessions is two hours. Preparatory, junior, and senior classes are organized, and an advanced expert class is planned. The pupils of the preparatory class pursue the common English branches, algebra to evolution, free hand and mechanical drawing, and geometry, with particular reference to its relations to drawing. Object lessons are given frequently, as they are found serviceable in awakening dormant faculties. The junior studies continue in the same line. The elements of book-keeping are taught with a special view to the pupil's improvement in penmanship and arithmetic. Algebra and

geometry are supplemented by trigonometry, mensuration, and analytical geometry. A course in geometrical projection aims to give the pupil facility in drawing any figure in plan elevation or section, both with instruments and by free hand. Natural philosophy and elementary mechanics are attempted. Chemistry is taught, that the pupils may become acquainted with the names, properties, and combining proportions of the most important elements, particularly with those which enter into the composition of the common minerals. Simple chemical tests for minerals are undertaken. The instruction in mineralogy and lithology is confined to the more generally occurring minerals and rocks, and those of most immediate interest. The aim of the junior studies is to lay a thorough foundation in mathematics and drawing for subsequent instruction. The studies of the senior year are chiefly in drawing, mining, and preparation of products. The work in drawing includes the elements of construction in wood, stone, and metal, the making of working drawings, and the design of simple structures and machines. Mining includes (1) the useful minerals and metals, their occurrence and the methods of exploration; (2) the various means employed for the extraction of ores; (3) opening and laying out mines; (4) methods of exploitation; (5) maintenance of mines in good order; (6) transportation; (7) drainage; (8) ventilation; (9) mine surveying and mapping; (10) accidents and their prevention; (11) accounts, contracts, and estimates; and (12) hygiene of mines and remedies in case of injuries. The instruction is entirely free, and the effects of the school are seen in the improved manners and morals of the pupils. They are earnest in study and aspire to become competent foremen. Effort is made to have them perform intelligent labor while pursuing their studies, that their senses may not be blunted and that their surroundings may furnish objects illustrating subjects of study and stimulating thought and inquiry about them.

ROYAL AGRICULTURAL HIGH SCHOOL AT BERLIN.

The following is an abstract of two publications¹ received by the Bureau of Education from Berlin containing accounts of the recently established agricultural high school :

ESTABLISHMENT OF THE SCHOOL.

While the establishment of an agricultural institution at Berlin was suggested as early as the year 1847, the idea of founding an agricultural museum was not conceived until the year 1860, and decisive steps were not taken until 1867, the year of the Paris International Exposition. This exhibition, at which German agriculture was prominently represented, induced the Prussian government to grant the necessary means for the establishment of a museum. Numerous and valuable donations were received from foreign and German exhibitors at Paris, and a fair beginning was made towards the establishment of a great institution. On the 19th December, 1867, the Prussian Diet authorized the government to purchase a suitable site for the erection of a building. Several years passed before a suitable site was agreed upon, and it was not until 1876 that the building was commenced under the superintendence of the royal architect, Tiede. The magnificent structure was completed in 1881 and cost 2,527,000 marks (\$601,426). Until the completion of the building the museum and the agricultural high school were under separate control, the school being considered an annex to the university. On the 14th February, 1881, the two institutions were united by royal decree, and both are at present known under the name of "agricultural high school" (landwirthschaftliche Hochschule).

By ministerial decree of May 27, 1881, the school is placed under the jurisdiction of the minister of agriculture and forestry. The minister appoints a board of curators, who represent him in the management of the school. The staff of professors consists of a rector, elected every year by the professors and approved by the ministers, and a num-

¹Die königliche landwirthschaftliche Hochschule zu Berlin and Auszug aus dem provisorischen Statut der königlichen landwirthschaftlichen Hochschule in Berlin.

ber of professors appointed by the minister of agriculture. The present number of professors is 31 and the number of assistant professors 6. The rector for the school year 1881-'82 is the privy councillor, Prof. Dr. Landolt.

COURSE OF INSTRUCTION.

The following is the course of instruction for the school year 1881-'82:

(1) *Agriculture, forestry, horticulture, and agricultural machines.*

Introduction to agricultural studies; history and literature of agriculture; notions of scientific agriculture; agricultural valuation; general notions of agriculture; cultivation of plants; knowledge of the soil; practical exercises in the agronomic laboratory; manures; horticulture; feeding; general notions of breeding; cattle breeding; horse breeding; sheep breeding and knowledge of wool; hog breeding; dairying; practice in the agricultural seminary; agricultural excursions; forest culture; exploration of forests; knowledge of forest soil; protection of forests; administration of forests; agricultural accounts; mechanics and general theory of machine construction; descriptive machine construction; knowledge of agricultural machines; technical drawing.

(2) *Natural sciences.*

Botany and the physiology of plants.—Anatomy, morphology, and the history of the development of plants in connection with microscopic demonstrations; microscopic course for more advanced students, with special reference to the diseases of plants; experiments in the botanical institute; systematic botany, with special reference to agricultural, forest, and medicinal plants; agricultural and forest botany, connected with excursions; fruits and seeds, with special reference to adulteration of the same; adulteration of food and feed; microscopic exercises in technical botany; experimental physiology of plants; review of the physiology of plants; diseases of plants; practical exercises in the physiological laboratory; history of the development of the mushroom; history of the development of algae.

Chemistry and technology.—Inorganic experimental chemistry; organic experimental chemistry; chemical analysis; chemistry and technology of the manufacture of beet sugar; progress in the manufacture of beet sugar; practice in the laboratory of the association for beet sugar industry in Germany; chemistry as relating to brewing, distilling, &c.; progress in the manufacture of alcohol and yeast; practical exercises in the laboratory and experimental distillery of the association of alcohol manufacture in Germany.

Mineralogy, geology, and geognosy.—Mineralogy; geognosy and geology; the knowledge of the soil; demonstration in the mineralogical museum; geognostic excursions.

Physics and meteorology.—Experimental physics; meteorology; practice in the use of meteorological and other physical instruments; physical geography.

Zoölogy and physiology of animals.—Zoölogy and comparative anatomy of vertebrates; demonstrations in the zoölogical collection; vertebrates which are useful in agriculture and those which are not; zoölogical excursions; review of physiology of animals; practice in the physiological laboratory; agricultural entomology; entomological excursions.

(3) *Administrative and legal science.*

National economy; German imperial and Prussian law, with special reference to agricultural legislation.

(4) *Veterinary surgery.*

Anatomy of domestic animals, with demonstration; statistics of diseases of domestic animals and their cure; diseases, especially internal, of domestic animals; horseshoeing, with demonstrations and practical exercises.

(5) *Erection and improvement of buildings, roads, &c.*

Agricultural roads and hydraulic constructions; excursions for the purpose of examining roads and other agricultural constructions; practical exercises in surveying, irrigation, and drainage.

STUDENTS.

The students are divided into three classes: regular or matriculated students, non-matriculated students, and visitors (Hospitanten). To be admitted as regular student the candidate must prove that he has completed the course of the six lowest classes of a German secondary school. Non-matriculated students and visitors can only be admitted by decision of the conference of professors. Only the regular students are admitted to

the graduation examination. The students may select their own course. The tuition fees amount to 200 marks (about \$50) a year. The fees in the various laboratories range from \$4 to \$10 a year for regular students and from \$10 to \$30 for visitors.

The following are the auxiliaries of the school: (1) The botanical institute, (2) the physiological institute, (3) the collection of vegetable plants, (4) the zoölogical collection, (5) the zoötechnical institute, (6) the laboratory of animal physiology, (7) the mineralogical institute, (8) the agronomic institute, (9) the chemical laboratory, (10) the laboratory for beet sugar industry, (11) the experimental station of the association for alcohol manufacture, (12) the physical cabinet, (13) the collection of machines and implements, (14) the library.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1871 to 1881, inclusive, with the number of professors and number of students :

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions	94	104	110	113	123	124	124	125	133	142	144
No. of instructors.....	369	435	573	579	615	580	564	577	600	633	624
No. of students	3,204	3,351	3,838	4,356	5,224	4,268	3,965	4,320	4,738	5,242	4,798

Statistical summary of schools of theology.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic.....	21	130	1,106
Baptist.....	18	70	844
Protestant Episcopal	18	69	300
Presbyterian.....	16	84	650
Lutheran.....	16	50	498
Methodist Episcopal	12	52	380
Congregational.....	11	60	353
Christian.....	6	12	126
Reformed.....	4	14	51
United Presbyterian.....	3	8	69
Universalist.....	2	12	34
Unsectarian.....	2	10	74
Free-Will Baptist.....	2	8	54
Methodist Episcopal South.....	2	7	88
German Methodist Episcopal.....	2	7	20
Cumberland Presbyterian.....	2	6	35
Unitarian	1	7	12
Reformed (Dutch)	1	5	45
United Brethren.....	1	4	23
New Church	1	4	6
Methodist Protestant.....	1	3	18
Brethren	1	2	3
African Methodist Episcopal.....	1		
Total.....	144	624	4,793

TABLE XI.—*Summary of statistics of schools of theology.*

States.				Students.				Libraries.		Property, income, &c.		
	Number of schools.	Corps of instruction.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama.....	3	4	.....	58	.....	.....	3	2,000	400	\$17,000	.....	.....
California.....	3	14	2	15	1	2	7	11,340	2,250	104,000	\$80,000	\$2,779
Colorado.....	1	4	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut.....	3	28	11	187	8	141	24	84,290	2,342	515,000	307,756	27,659
Georgia.....	2	2	.....	9	.....	.....	.....	.....	.....	.....	.....	.....
Illinois.....	16	68	18	431	23	121	65	42,000	1,141	481,000	728,523	33,421
Indiana.....	3	10	.....	79	.....	14	26	100	100	.....	.....	.....
Iowa.....	4	9	3	51	.....	1	5	250	50	14,049	38,611	3,275
Kansas.....	1	2	.....	2	0	.....	2	3,550	0	25,000	0	0
Kentucky.....	5	21	1	190	3	16	7	29,100	350	95,000	532,545	35,407
Louisiana.....	4	5	.....	68	.....	.....	1	.....	.....	.....	.....	.....
Maine.....	2	9	5	45	.....	14	14	18,700	300	100,000	193,000	15,080
Maryland.....	5	81	.....	334	.....	15	4	74,144	2,045	95,000	.....	.....
Massachusetts.....	7	50	18	258	16	160	92	80,252	102	656,835	1,537,736	92,004
Michigan.....	2	7	2	49	3	7	3	2,000	200	.....	55,000	3,700
Minnesota.....	3	28	.....	69	.....	.....	3	1,000	.....	25,000	.....	.....
Mississippi.....	2	5	.....	23	1	.....	1	1,800	200	25,000	.....	.....
Missouri.....	3	12	.....	153	3	.....	2	10,200	.....	60,000	40,000	.....
Nebraska.....	2	2	1	3	.....	.....	.....	.....	.....	.....	5,000	500
New Jersey.....	5	40	14	306	7	220	76	92,296	1,462	949,000	1,490,903	77,820
New York.....	14	69	33	674	7	179	107	124,324	4,762	1,280,000	2,392,912	145,491
North Carolina.....	4	10	.....	68	.....	8	2	2,800	75	13,000	.....	.....
Ohio.....	13	40	10	274	28	90	66	38,930	145	713,867	345,776	40,126
Pennsylvania.....	14	67	23	476	6	177	89	94,700	330	578,670	1,345,628	79,753
South Carolina.....	3	4	.....	69	.....	.....	.....	21,595	100	55,000	.....	.....
Tennessee.....	7	35	5	259	7	8	21	2,864	.....	50,000	2,500	1,500
Texas.....	2	3	0	26	.....	0	.....	500	300	.....	.....	.....
Virginia.....	4	16	10	171	1	21	39	25,000	300	80,000	223,000	14,000
Wisconsin.....	5	29	1	284	.....	15	58	14,167	192	203,250	74,000	200
District of Columbia.....	2	5	1	73	.....	.....	6	1,900	.....	40,000	25,000	.....
Total.....	144	624	158	4,679	114	1,209	722	729,802	17,146	6,170,871	9,417,890	572,706

A Hebrew summer school was organized in the summer of 1881 by William R. Harper, professor of Hebrew in the Baptist Union Theological Seminary. It held its sessions at Morgan Park, Ill., during the months of July and August and enrolled 22 students.

This school was organized to meet the wants of the following classes of persons:

(1) Ministers, or persons about to enter the ministry, who cannot avail themselves of the opportunities afforded by a theological seminary, and yet desire to gain a knowledge of the Hebrew language. (2) Ministers who have some knowledge of the Hebrew, yet find the language of little advantage to them because of its "strangeness." (3) Ministers and students, more advanced in the language, who wish to pursue their studies

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further and to gain a greater familiarity than is possible in the time which is devoted to it in the regular theological course.

The following points were made prominent in the work of the summer school:

(1) The almost exclusive use of the inductive method in imparting grammatical instruction. (2) The particular attention paid to translating at sight. (3) The importance attached to the memorizing of those words which are of most frequent occurrence.

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1881, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	28	30	37	37	38	43	42	43	50	49	48	47
Number of instructors.....	99	129	151	158	181	224	218	175	196	234	229	229
Number of students.....	1,653	1,723	1,976	2,174	2,585	2,677	2,664	2,811	3,012	3,019	3,134	3,227

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	1	3	20	10	13						
California.....	1	3	187	40					\$100,000	\$7,000	\$1,500
Connecticut.....	1	14	68	34	31	8,000			10,000	564	6,785
Georgia.....	2	9	6		1						
Illinois.....	3	14	156	25	47						7,180
Indiana.....	2	11	72		4						
Iowa.....	3	10	163	40	88	2,807	192				7,062
Kansas.....	1	2	15								325
Kentucky.....	2	8	45	10	25						2,000
Louisiana.....	2	8	68		9	26,000		\$10,000			3,000
Maryland.....	1	4	60	30	33			25,000			
Massachusetts.....	2	24	307	151	50	19,000	1,000		56,133	4,930	22,268
Michigan.....	1	5	365	65	145	6,000					16,500
Mississippi.....	1	6	18		16	1,000					650
Missouri.....	2	13	119	32	37	3,343	45	30,000	10,000		6,080
New York.....	4	23	650	279	144	14,105	233	20,000			57,000
North Carolina.....	3	6	27		5	1,200					
Ohio.....	1	8	127	33	64	2,094	250			6,000	6,237
Pennsylvania.....	2	5	141	47	49	300					9,000
Tennessee.....	3	12	102	14	50	800					8,340
Virginia.....	3	8	151		44						600
West Virginia.....	1	1	11								
Wisconsin.....	1	7	52	9	34	1,366					
District of Columbia.....	4	35	272	30	43	214	14	20,000			4,127
Total.....	47	229	3,227	849	932	86,239	1,734	105,000	176,133	18,494	158,644

The schools of law seem to have decreased in number and increased slightly in attendance. Their work is of much interest to the public. The legislative affairs of the States and nation are greatly influenced, if not controlled, by lawyers; the judicial functions of the Government are performed by them. They advise not only in the concerns of state, but also in matters of business and family life. Their relation with the rights and duties of all is so intimate that the interests of every citizen are affected by the manner in which they are prepared for their profession. As was said by Hon. Dorman R. Eaton some years ago: "Every citizen, however exalted or however humble, however rich or however poor, has a deep interest in extending the knowledge of the laws and in raising the character and enlarging the attainments of those who practise or preside in the tribunals of justice."

The objects of the true school of law are to give its pupils familiarity with existing law, an understanding of the principles on which it rests, a knowledge of the events and cases which have moulded it into its present shape, and a comprehension of its relations to public affairs and private life. It has been questioned whether the educational sentiment of our colleges is such as to uphold the extension and elevation of courses of professional study. Prof. C. C. Langdell, of the Harvard Law School, argues that ideas unfavorable to thorough professional training have been received from English universities and adopted by American colleges. Among them, he enumerates the following:

That professional learning or professional knowledge (as it would rather be called) is a thing to be "picked up" by degrees and acquired by experience and practice, like the knowledge of any ordinary business or pursuit; that one's professional eminence will depend (*ceteris paribus*) upon his academic education and upon his opportunities for practising his profession rather than upon the amount of time and labor that he devotes to regular and systematic professional study; that professional learning is pursued solely for the profits and emoluments which it brings, and that these will cause it to be pursued with sufficient eagerness; that the public has no interest in increasing the number of doctors and lawyers, and, though it has an interest in improving their quality, yet that object, so far as it depends upon professional study, will be best secured by the principle of competition.

Doubtless the eagerness of young men to enter upon active life and the opinion of many of the members of the bar are more influential in limiting the instruction of the law school than ideas inculcated by our colleges. Yet against all the feelings and circumstances that oppose them many schools of law strive to make their requirements for admission as high as practicable and their course of study as long and comprehensive as the sentiments of the community in which they exist will sanction. The University of Michigan does not advocate the requirement of the completion of a college course by those who apply for admission to its department of law, but its acting president says in his last report: "The professional schools cannot be excused for admitting students without respectable preparation." Persons intending to study law in Boston University "are earnestly recommended to complete a course of liberal studies in some college before entering." The admission of applicants who are candidates for a degree in Columbia College (New York) Law School is regulated by the following rules:

All graduates of literary colleges are admitted without examination. Other candidates must be at least eighteen years of age and have received a good academic education, including such a knowledge of the Latin language as is required for admission to the freshman class of the School of Arts.

Soon after the adoption of these rules President F. A. P. Barnard said:

Though the institution of the entrance examination has had the effect to reduce the attendance, it has undoubtedly improved its character and has thus been beneficial to the school. The requisitions for admission are placed so low that the candidate who is excluded by them can hardly possess a degree of mental culture sufficient to justify his attempting the study of a learned profession; nor is he likely to do credit to the school, either as a student or as a graduate.

The methods of instruction employed in law schools include recitations, lectures, and moot courts. The tendency is now to give recitation an increasingly important place. The instruction of the Columbia College Law School is imparted by a system of ques-

tions, expositions, and dictations, excluding, in the main, lectures in the ordinary sense. A daily recitation and examination are held in the leading branches of the course at the School of Law of Boston University. The lecture system is still maintained, and a large part of the instruction given in that way. Hon. William G. Hammond, LL.D., dean of the St. Louis Law School, thinks that the full benefit of lectures is attainable only by exceptional trained intellects, and that the receptive state of mind in which a class must be during their delivery is unfavorable to mental discipline and activity of thought. He would, however, unite lectures with recitations. The authorities of the Union College of Law, at Chicago, say:

Experience has taught us that the recitation system, in which each student is examined daily or oftener in the presence of his class, with the advantage of mutual criticism and free inquiry by his associates and corrections by the professor, with the stimulus of a generous emulation and desire to excel, is a more effectual method of imparting a thorough and accurate knowledge of legal principles than any system of mere oral instruction by lectures.

Moot courts form a part of the approved routine of law schools. They were abolished a few years since as a stated exercise in Harvard Law School, but when the professors expressed a readiness to hold them four courts were organized. The object in view is to give students an opportunity to become familiar with the practical side of the lawyer's work in conducting cases in court. Pleadings, arguments, and motions are made and the forms of judicial procedure are observed. Perhaps the most valuable service of the moot court is to induce the student to investigate with great thoroughness a particular point in law, as he will be obliged to do in actual practice, to discover the relation which it has to others, the analogies between his case and similar cases in the reports, and to anticipate objections and prepare answers for them. As it is valuable for attorneys to add to a general knowledge of law a complete mastery of special branches, so it is well for a student to have learned thoroughly the principles that govern the law in its application to some individual cases. The exercises of moot courts are esteemed so highly by the faculty of the School of Law of Boston University that "it is purposed to require hereafter, as a condition for promotion to the degree of bachelor of laws, a participation by each candidate in at least two moot courts during the last year."

In an address delivered upon his resignation of the chancellorship of the law department of the State University of Iowa, Hon. William G. Hammond, LL.D., summed up his hopes for the future of American law schools in the following points:

First, that more attention may be given to the method of teaching law, so as to bring our schools, in this respect, more nearly on a level with those in which the other parts of a liberal education are taught. * * *

Second, that the relation of theory to practice will be better understood, so that teachers and students alike will neither make the mistake of relegating practice to the offices as something unfit for school study, nor of neglecting theory as something unlikely to be of practical use. * * *

Third, this can only be done by the use of such helps as have been found most efficient in other schools, and especially by the use of text books exactly adapted to their purpose and brought fully up to the latest standard both of theory and practice. * * *

Fourth, in such text books we may reasonably expect to be free from the rapid generalities which in so many of our present books pass for the philosophy of law, and the wearisome repetition of stale and abandoned theories, such as have made the very name of theory unwelcome to many a student. In their place we shall have a theory of law which answers to the actual facts and satisfies the mind of the present age. * * *

Fifth and lastly, I base my hopes for the future very largely upon that remarkable change in human thought which, under the somewhat vague title of the historical method, has done so much within a generation or two for the whole circle of moral sciences. * * * We may expect to see the attorney's manuals weeded of the constant references to a past condition of things which are now necessary to explain the facts and even the language of to-day. In their place, we may hope, will come a clear and satisfactory study, once for all in the course of every school, of the history of the common law, tracing the growth and development of its institutions and principles from the forests of Germany, through the events of fifteen hundred years, down to the form which they take in our own day and country, and thus laying the most firm and rational basis for the settlement of its disputed questions, the clearing up of its dark places, the entire study and practice of the law of our own land.

Strict requirements of candidates for degrees and for admission to the bar tend to promote thoroughness in preparation. The nature of man is such that he will exert himself most intensely only under a present necessity. It is necessary that a lawyer should prepare himself thoroughly for his profession; yet the stimulus of distant rewards and the application of mind due to interest in the study of law may be increased by the immediate necessity of passing an exhaustive examination. Whether it be conducted by the faculty of a school of law or by officers of a court and whether it be for a university degree or for a license to practise, its effects are similar. In any case the candidate is certified to the public by recognized judges as fit to render service to clients in legal questions and controversies. An English writer has said:

Formerly barristers were very much like bullion, which the public had to assay for themselves; but when they are to be sent out in the form of coin there must be no doubt as to the quality of the gold. Any other result would be derogatory to the dignity of the profession and must be guarded against in every possible way by the most stringent provisions, the most inflexible rules, the most unqualified restrictions, and the most peremptory requirements and prohibitions.

Hon. Dorman B. Eaton, LL. D., in an address on the public relations of the legal profession, said:

If there are any merchants, manufacturers, farmers, or honest people of any sort who wish that examinations for the bar shall become mere farces, who desire to increase the number of cunning and conscienceless promoters of quarrels, who want no guarantee of honesty or capacity, when, beyond the sphere of personal acquaintance, they are compelled to trust their property and their characters to strange attorneys, then let all such persons at once join hands with those unworthy persons at the bar and beyond the bar who desire every barrier and every responsibility removed. * * * If, on the other hand, the people are interested in having only such a selected number of practising lawyers as are really needed for honest purposes; if the exercise of a lucrative public function, by special privilege and the certainty that those admitted to the bar are to fill the seats of justice, cause lawyers above all others to be justly amenable to stern tests of character and attainments, * * * then why should not all worthy people unite and make and sternly enforce adequate laws for securing what the public welfare demands?

Admission to the bar is the subject of a carefully prepared article published recently in the American Law Review by Hon. Francis L. Wellman. I take from it the following quotations:

The system of legal study is governed almost exclusively by the system of examination that admits to the bar. * * * It may be argued that of themselves examinations are a direct evil, since they encourage a system of cramming and bad habits of study; as Wolfesaid, "*Perverse studet qui examinibus studet.*" Such arguments in some cases may have weight, but in the law they should be directed, not against the examinations themselves, but against the practice that prevails in most States of making the examinations the only test. It is to remove the temptation to cram that we have so strongly urged the adoption of a definite term of pupillage and the other precautionary measures already dwelt upon.

Of law school privileges he says:

The advantages afforded by law schools for acquiring a comprehensive knowledge of the law are now very generally appreciated by the profession and the public. There is no better preparation for the bar, in our opinion, than that afforded by a two or three years' course at a good law school, supplemented by a third or fourth year in an office of a practising lawyer; and it is a matter of surprise that, while there has been a strong movement in many of the States for raising the standard of qualification for admission to the profession, it has never appeared to be in any degree the aim of the movement either to support and strengthen the schools or even to make use of them in the furtherance of the objects in view. Certainly the time well spent in any respectable law school, as proved by passing its examinations, should count towards admission to the bar in any State like time spent in an office.

Of the requirements for admission to the bar in the several States, he says:

Fifteen out of thirty-eight require a definite term of pupillage, but differ widely as to the proper length of this term. In fifteen States the diploma of certain law schools is recognized and accepted in lieu of the public bar examinations; these privileges are, in

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most cases, confined to the schools situated within the State or county limits, a strange inconsistency. In but six of the number is any value given to the degree of bachelor of arts. Seven of the list prescribe a definite course of study, on which the examinations are based; this requirement is usually intended to take the place of a definite term of pupilage; not so in Pennsylvania and Oregon, however. New Hampshire alone esteems the examiners' labor worthy of compensation. Pennsylvania and Delaware are conspicuous as requiring a preliminary examination in Latin and on all the branches of a common high school education. New York and New Jersey distinguish between attorneys and counsellors in their requirements for admission to practice; and in ten States women have been admitted on equal standing with the men. Nearly all the States have adopted the superficial oral method of examination, only five of the number requiring written answers to stated questions, and even in these States, excepting New Hampshire, written examinations are customary only in certain counties or departments.

Mr. Wellman proposes a set of rules to regulate admission to the bar. They require that persons desiring to become students of law either be college graduates or pass an examination in languages (Latin and one modern), mathematics (through plane geometry), American and English history, modern geography, political economy, and elements of book-keeping. They shall file a certificate of this fact, and of intention to study law, with the clerk of the court, and also the certificate of an attorney, stating when study began. The final examination for admission must be both oral and written, before a State board, at one of its quarterly examinations at the State capital. No student can attend the examination until he has studied three full years in a school or office. A degree in a law school shall obviate the necessity of examination in two branches pursued in the school. Prizes shall be given for excellence in jurisprudence and Roman civil law. The expenses of examination and prizes are met by a fee of \$10 for examination. No person shall be admitted to the bar, upon motion, on the ground that he is a member of the bar of another State, unless he has practised two years before the highest courts of that State.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1871 to 1881, inclusive, with the number of instructors and students:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	82	87	94	99	106	102	106	106	114	120	126
Number of instructors.....	750	726	1,148	1,121	1,172	1,201	1,278	1,337	1,495	1,660	1,746
Number of students	7,045	5,905	8,681	9,065	9,971	10,148	11,225	11,830	13,321	14,005	14,536

TABLE XIII.—Summary of statistics of schools of medicine, of dentistry, and of pharmacy.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama.....	1	8	60	6	24	500		\$120,000		\$0	\$4,000
Arkansas.....	1	14	36		10			15,000			
California.....	3	30	118		25			31,500			11,985
Colorado.....	1	16	15								1,100
Connecticut.....	1	18	21	10					\$39,102	4,261	3,855
Georgia.....	3	38	320		92	5,500		115,000			9,707
Illinois.....	4	70	740	202	206			136,000			61,402
Indiana.....	5	73	343		198	1,200	400	13,000	1,000	50	13,694
Iowa.....	2	25	452	5	156			50,000			16,239
Kentucky.....	4	42	529	5	275	4,500		62,000			13,647
Louisiana.....	1	9	204		59	2,000		100,000			
Maine.....	2	22	130	22	30	4,000		25,000			
Maryland.....	2	36	553	42	226	2,000		80,000			
Massachusetts.....	2	66	266	118	60	2,100	100		280,391	7,141	51,824
Michigan.....	3	60	508	38	146	500		60,000			6,771
Minnesota.....	1	13	32	2				100,000			
Missouri.....	6	97	540	26	196	1,300		143,000	1,000	100	39,766
Nebraska.....	1	13	14								
New Hampshire.....	1	13	94	7	29	1,800	0	40,000	0	0	6,645
New York.....	8	195	2,000	323	503	4,750		408,970			30,915
North Carolina.....	2	3	17	1	9	400					
Ohio.....	6	84	1,025	3	355	2,000		101,000			14,065
Oregon.....	1	11	30		13	150	15	4,000	0		3,300
Pennsylvania.....	4	114	1,094	114	324	5,437	407	307,000	50,000	3,000	54,694
South Carolina.....	1	9	77		30			40,000	0	0	4,000
Tennessee.....	4	56	590	14	228	100		182,000	2,500		12,000
Vermont.....	1	20	171	20	50			12,000	0	0	8,000
Virginia.....	2	13	108	10	33	2,500		60,000		6,000	4,000
Dist. of Columbia.....	3	39	163	21	22	20	1	3,000	2,200	154	4,284
Total.....	76	1,213	10,250	999	3,299	40,757	923	2,208,470	366,193	20,696	375,493
2. Eclectic.											
California.....	1	10	30		11			20,000			3,500
Georgia.....	1	7	37	3	15	10		7,500			
Illinois.....	1	13	123	17	52	200	25	65,000			6,800
Indiana.....	1	10	26		12						
Missouri.....	1	7	50		22						7,000
New York.....	2	25	300	17	63	2,006		58,000		1,311	2,960
Ohio.....	1	8	316		113			80,000	0	0	20,000
Total.....	8	80	882	37	288	2,216	25	230,500		1,311	39,760

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TABLE XIII.—*Summary of statistics of schools of medicine, &c.—Continued.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
3. Homœopathic.											
Illinois	2	30	347	50	121			\$65,000			\$17,500
Iowa	1	9	60	5	17	320					1,000
Massachusetts	1	30	109	8	29	1,800		110,000			
Michigan	1	7	71		23			14,000			
Missouri	1	11	82	1	16						1,900
New York	3	46	258		65	75	5				5,016
Ohio	2	22	209	6	88			25,000			
Pennsylvania	1	18	199	15	83	2,000		30,000			13,806
Total	12	173	1,285	85	442	4,195	5	244,000			39,224
II. DENTAL.											
California	1							25,000			
Indiana	1	11	28		10			1,500			3,000
Maryland	1	11	98	25	53	1,000		5,000			10,000
Massachusetts	3	35	64		28			15,000			6,000
Michigan	1	10	86		34	125		12,000			3,000
Missouri	3	40	22		1						1,924
New York	1	21	112	4	29	100					12,730
Ohio	1	8	81					20,000			6,500
Pennsylvania	2	45	155	5	104	5,150		70,000	\$1,500		23,694
Tennessee	2	34	62		31			3,000		\$1,568	17,500
Total	16	215	703	34	285	6,375		151,500	1,500	1,568	84,338
III. PHARMACEUTICAL.											
California	1	4	47		15			3,000			1,480
Illinois	1	5	116		21	1,000		3,000			5,660
Kentucky	1	3	40		8	200	7	5,000			
Maryland	1	4	68		20			8,000	0	0	
Massachusetts	1	4	101	2	15	2,000	300	5,000	3,000	150	4,500
Michigan	1	12	88	3	24						
Missouri	1	4	87		27			3,500			3,500
New York	2	10	356	5	65	1,045		45,500		100	12,050
Ohio	1	3	95		28	450	25	1,000		0	2,600
Pennsylvania	2	6	370		145	3,000	300	5,200		0	1,100
Tennessee	1	5	20		8						
Dist. of Columbia	1	5	28		6						
Total	14	65	1,416	10	377	7,695	632	79,200	3,000	250	30,830

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
TOTALS.											
Medical and surgical:											
Regular	76	1,213	10,250	989	3,299	40,757	923	\$2,208,470	\$366,193	\$20,696	\$375,498
Ecclectic	8	80	882	37	238	2,216	25	230,500		1,311	39,780
Homoeopathic.	12	173	1,235	85	442	4,195	5	244,000			89,224
Dental.....	16	215	708	34	285	6,375		151,500	1,500	1,568	84,338
Pharmaceutical.....	14	65	1,416	10	377	7,695	632	79,200	3,000	250	30,830
Grand total.....	126	1,746	14,536	1,155	4,691	61,238	1,585	2,913,670	\$70,693	23,825	569,645

When the student of medical education in this country compares its extent with that of medical education abroad he cannot help thinking either that we are not particular enough or that other countries demand too much. When the inquirer further considers the enormous amount of knowledge that has been accumulated respecting the proper treatment of disease, its prevention and its nature, the impression becomes irresistible that we have been influenced by our national impatience and furious haste in this matter as in many others, and that we have allowed the students to dictate the length of time they are to study instead of obliging them to prepare suitably for this important course of instruction and to spend enough time to receive it properly and retain it securely. Happily, of late years the good sense of the profession and of the medical colleges has attacked this abuse and is correcting it with due diligence and circumspection. An important part of the new programme is the requirement of some suitable preliminary training and the production of evidence to that effect by an entrance examination.

COURSES PREPARATORY TO THE STUDY OF MEDICINE.

A few institutions for higher education have courses of study preparatory to the study of medicine. Among them are Cornell University, the University of Pennsylvania, and Johns Hopkins University. The course at Cornell is two years in length. The studies of the first year are French, drawing, physics, chemistry, physiology, hygiene, and botany; of the second year, German, organic and medical chemistry, vegetable physiology, histology, anatomy, veterinary medicine and surgery, sanitary science, and psychology. The faculty of the university are aware that medical students need a generous education, and advise them to take a full four years' scientific or literary course, with special work in laboratories and on important subjects as resident graduates.

The Towne Scientific School of the University of Pennsylvania has a course preparatory to the study of medicine extending through five years. The studies of the first two years are those pursued by all the students of the school. Many of the studies of the remaining three years are common to the six courses existing in the institution, and are chiefly scientific. The special studies of the third year preparatory to the study of medicine are differential calculus, practical work in the chemical labora-

tory, mineralogy, systematic botany (with excursions), and vertebrate and invertebrate zoölogy; of the fourth year, organic chemistry, qualitative analysis, and reading of Latin authors; and of the fifth year, quantitative analysis, physiological and toxicological chemistry, structural botany, use of the microscope, comparative anatomy, animal mechanics, elementary physiology, application of physics, and lectures in geology. Excepting the differential calculus these studies form an admirable course of instruction introductory to the branches which should receive the principal attention of the medical student.

The course in Johns Hopkins University for those intending to study medicine is outlined as follows in the *Boston Medical and Surgical Journal*:

This course extends throughout three years, and as a mental discipline is equivalent to the other courses leading to the A. B. degree, which is therefore conferred on matriculated students who complete it. The main object held in view is to utilize for intending medical students the opportunities for practical study in physics, chemistry, and biology found in an endowed institution with well equipped laboratories and so often wanting in medical schools; it is also considered an object to lessen the work to be subsequently crowded into the period of study at a medical school by giving the student a good knowledge of the sciences which lie at the basis of the medical art before he begins his professional study. Physics, chemistry, and biology are therefore the main subjects included in the course; some knowledge of French and German is also demanded; and there are, also, several subjects (inserted with a view to giving some breadth of culture) between which an option is allowed. These are Latin, Greek, mathematics, English literature, history, logic, and psychology. Each student must take up at least two of these optional subjects, the amount of knowledge required in each being such as would be obtained by a year's honest work.

ENTRANCE EXAMINATIONS.

An inspection of the announcements and catalogues of about eighty medical schools has shown that ten have examinations for admission covering several subjects and fourteen employ some slight tests of an applicant's fitness to study medicine. The subjects of examination are elementary physics in 8 schools, arithmetic in 7, elementary Latin in 5, grammar in 4, geography in 4, algebra in 4, geometry in 3, and history in 2. Grammar and composition are determined usually from the papers submitted. The amount of physics required is generally a knowledge of Balfour Stewart's *Primer of Physics* or its equivalent. The Latin requirements are varied, and are intended to show the familiarity of the applicant with declensions, conjugations, common words, and simple constructions. Algebra to quadratic equations and two books of geometry are usual requirements in these branches. The Michigan College of Medicine allows a substitution of either Greek, French, German, botany, or zoölogy in place of other studies mentioned above (except Latin). French, German, algebra, geometry, and botany are alternative subjects at Harvard Medical School, on one of which the candidate must be examined. Botany and chemistry, as found in the Science Primers, are required by the Woman's Medical College of the New York Infirmary. College diplomas, degrees from scientific schools, graduation from acceptable high schools and academies, and licenses to teach public schools are among the proofs of a candidate's fitness accepted in lieu of examination. In the Medical School of Missouri University all students before entering the senior class must pass a satisfactory examination on English grammar, rhetoric, history of the United States, and arithmetic through common fractions. The recently organized Medico-Chirurgical College of Philadelphia has a preparatory feature best described by a quotation from its announcement:

The necessity of elevating the standard of medical education is universally admitted. The times demand that physicians shall be scholarly as well as proficient in medicine. Many talented, ambitious young men, capable of becoming excellent physicians, have not enjoyed academic or collegiate advantages. With a view of aiding these, the authorities of the college have made a progressive departure from the usual curriculum of medical colleges by adding a preparatory spring term, the studies of which will embrace the elements of English literature, natural science, and elements of Latin and Greek, without additional expense to the student. This feature must especially commend itself to

the needs and convenience of many students whose circumstances have been such as to prevent them from thoroughly enjoying the benefits of these necessary studies. The term is designated the auxiliary literary term, and students who attend it, after passing a satisfactory examination, will receive a certificate. Students will be exempt from attending this term who present proper certificates of having graduated at a high school or attended a respectable classical seminary or college for one year, or of having passed a preliminary examination of a duly organized county medical society. * * * All students who do not exhibit the necessary qualifications will be required to attend this term and obtain the certificate of the same before their final examination for the degree of doctor of medicine.

UNDERGRADUATE COURSES.

The average medical college requires candidates for a degree to study medicine under some competent physician three years, attending meanwhile two courses of lectures in distinct years and taking the second course in the institution from which the degree is sought. Rarely are the requirements in excess of this. Boston University and Harvard University would have the students of their medical schools continue their studies a year longer than is customary. The medical student in the University of California and in Boston University is required to attend three regular courses of lectures in three several years before he can present himself for graduation; and from this year forward a three years' graded course is to be an absolute requisite for graduation in the Albany (N. Y.) Medical College. Other schools might be mentioned which either urge or require a longer period of study than is commonly taken.

As the time and nominal amount of study are nearly alike for the majority of medical schools, the attainments of their students must be indicated by the scope and quality of the instruction and by the entrance examinations. The subjects in which candidates for positions as surgeons in the United States Army are examined may be taken to show what branches are included in a complete medical course. They are anatomy, physiology, practice of surgery, practice of medicine, general pathology, obstetrics, diseases of women and children, medical jurisprudence, materia medica, therapeutics, pharmacy, toxicology, and hygiene. Few schools give full place to all these subjects, and many offer special courses, covering only part of the topics included under these heads. Chemistry is a prominent study. Histology is included among the studies of many medical colleges. Special instruction is often given on the structure and diseases of the eye, the ear, and the throat. In the medical department of Boston University a professorship of the "history and methodology of the medical sciences" has been established recently. "Its work is to define and classify the different sciences which relate to this department, to show their history and right relation to each other, to point out the different methods of studying and teaching them, and to survey in a critical and practical manner the bibliography of each." Of the subjects of medical study mentioned pharmacy and hygiene are rarely included in the curriculum of a medical college. Medical jurisprudence is frequently omitted. The scheme of tuition adopted by the American Medical College Association covers the general topics of anatomy, with dissection, physiology, chemistry, materia medica and therapeutics, obstetrics, surgery, pathology and practice of medicine.

Several medical schools have graded courses of instruction. Thirteen such are known to this Office. They are the medical departments of the Universities of California, Michigan, Pennsylvania, and Denver, Colo.; of Harvard and Syracuse Universities and of Yale College; the Chicago, Detroit, and St. Louis Medical Colleges; the Medical College of the Pacific; the Woman's Medical College of Pennsylvania; and the Medico-Chirurgical College of Philadelphia. The studies of the first year are usually anatomy, physiology, histology, chemistry, and, less frequently, materia medica. Those of the second year are pathology, theory, and practice of medicine, therapeutics, and obstetrics. Special departments of anatomy and chemistry and of clinical medicine and surgery occupy the student in a number of schools. The studies of the third year are theory and practice, therapeutics and obstetrics continued, diseases of women and children, surgery,

ophthalmology, otology, mental and nervous diseases, and occasionally dermatology, laryngology, and medical jurisprudence. Definite information on the nature, extent, and effect of the examinations accompanying these graded courses is not easily obtained. Most of the schools have an examination the first two years for promotion and the third year for a degree. In several the examinations at the end of the first year in histology and in special departments of anatomy, physiology, and chemistry are final. The second year examinations in these three subjects are usually final, and those in materia medica and therapeutics are so occasionally. The chief burdens of examination for a degree are postponed until the close of the third year. The adoption of systematic courses of instruction has resulted beneficially. The effects of recent changes in the medical department of the University of Pennsylvania, among which is the introduction of a graded course, are stated as follows:

The effect of the change on the composition of the classes and on their proficiency has been most gratifying. A much larger proportion of students than under the former system has given evidence of a good previous education, either in colleges or in reputable academies. The attention of the classes to study has been marked by increased seriousness and zeal; the annual examinations have steadily improved; the examinations for graduation have shown a higher average degree of merit than ever before; and a much larger proportion of inaugural theses than formerly has given evidence of scientific knowledge as well as literary culture.

CHARACTER OF MEDICAL INSTRUCTION.

The quality of medical instruction cannot be directly estimated. Each school may have advantages not possessed by others. Smaller ones enable pupils to associate more intimately with instructors; larger ones are better supplied with means of illustration and opportunities for practical work. There is a general movement towards improved methods and systems of teaching. The prominence given to clinical instruction and the increased number of graded courses are among the indications of progress. A medical writer six years ago described clinical teaching as follows: "Once or twice a week, from one to five hundred men being congregated in an amphitheatre, the professor lectures upon a case brought into the arena, perhaps operates, and when the hour has expired the class is dismissed." Compare with this the opportunities now offered by representative schools in leading cities. The Cincinnati College of Medicine and Surgery announces thirteen clinics a week, "as much as any student can observe with profit." The University of Maryland School of Medicine has eight clinics a week continued during both the sessions and the interval between them. There is also each day a bedside clinic in the hospital, with one hour in the dispensary. In the Harvard Medical School daily instruction in clinical medicine is given by hospital visits and other exercises. Clinical instruction in surgery, during the earlier half of the school year, is divided equally between clinical lectures on cases, surgical visits in the hospital wards, and public operations, two hours a week being given to each; during the latter half year, clinical lectures on cases occupy but one hour a week, while the surgical visits and public operations occupy three hours a week. In the medical department of the University of Pennsylvania eight hours a week are given to general clinics in the second and third years of the course and five hours to special clinics in the third year. The student also has each week during this year two hours' practice in operative surgery, minor surgery, and bandaging, one hour of bedside teaching in both gynecology and practical medicine and in practical surgery, and four hours' instruction in specialties. The schools of New York City may be said to average two clinical lectures a day throughout the term. A sufficient number of schools has been mentioned to show the prominence given to this branch of medical instruction by colleges of acknowledged excellence.

PROGRESS IN MEDICAL EDUCATION.

Progress in medical education arises from united action on the part of the public, the profession, and the schools. The public must demand thorough acquaintance with the

symptoms and treatment of diseases from the physicians to whom the care of health and life is intrusted. The profession must discourage unqualified men in their plans for hasty entrance into active practice and refuse to instruct them until they are able to understand the subjects they must study. The schools must improve their methods, extend their courses, and increase their requirements for admission and graduation. The movements in this direction have begun during recent years and are going on. The schools have advanced, through the sympathy of the people and the encouragement of the profession, until a writer familiar with the movement forward ventures the assertion that "a course of instruction which ten years ago was considered amply sufficient to enable the brains of Young America to digest the art and a handsome allowance of the science of a great profession, a course which received the indorsement of the leading men in the country, would now be disclaimed, if not openly despised, by any faculty having pretensions to standing." This is perhaps too enthusiastic. A calm and unprejudiced estimate of the relative present condition of education in medical colleges was recently given by William W. Green, M. D., president of the Maine Medical Association. He said:

The medical colleges throughout the country have generally lengthened their lecture terms and enlarged the curriculum of study and in most cases are doing more thorough work. In many the standard for graduation has been raised, and a few require a certain amount of preliminary education as a prerequisite for matriculation. Most of the colleges have established supplemental courses of instruction under various names, which fill out the year, so that the student can, if he chooses, pursue his studies for the entire three years in the same institution. * * * It is cause for congratulation and honest pride that, as compared with ten or fifteen years ago, better classes of men are annually graduated from the schools, and that the general tone and character of the profession has much improved and is still improving.

The report for 1881 of the regents of the University of the State of New York says:

The most noticeable changes which have been brought about during the past year in regard to education have been observed in medical education. It is well known that, in common with medical colleges throughout the country, the terms of admission and of graduation in most of the medical colleges of this State have been lax and unsatisfactory. The regents note with great satisfaction a movement on the part of several of the more prominent of these colleges to insist on better preparation for entrance, more strict requirements as to attendance upon the medical instruction, and especially a more rigorous system of examination for graduation. It is gratifying to observe that in those institutions which have adopted the more rigorous system there is no indication of a falling off in the attendance, but on the contrary a healthy increase. This is an evidence that public sentiment is ready to demand a decided advance in the qualifications of those who are to be licensed as physicians and an evidence that those seeking to enter this profession have no desire to have the road made easy for them, but appreciate every well meant effort to give them a better training and a more advantageous start in their careers.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1881.

TABLE XV.—DEGREES.

Table XV of the appendix shows the number and kind of degrees conferred in course and *honoris causa* by the universities, colleges, and professional schools in 1881. The following summary exhibits the number of degrees of each kind and the grand total conferred by institutions in the several States, the District of Columbia, and Washington Territory:

The number of degrees of all classes conferred in course was 12,093; honorary, 535. These were distributed as follows: In letters, 4,035 in course, 185 honorary; in science, 1,167 in course, 14 honorary; in philosophy, 376 in course, 49 honorary; in art, 29 in course, 2 honorary; in theology, 312 degrees and diplomas in course, 171 honorary; in medicine, 4,896 in course, 22 honorary; in law, 1,002 in course, 92 honorary.

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TABLE XV.—*Statistical summary of all degrees conferred.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
GRAND TOTAL.....	a12,093	535	4,085	185	1,167	14	376	49	29	2	5312	171	4,896	22	1,002	92
Total in classical and scientific colleges.	c7,851	511	3,464	185	1,151	14	376	49	18	2	163	165	1,626	4	857	92
Total in colleges for women.	d678	.....	571	.....	16	.....	.....	.....	11	.....	.....	.....	.....	.....	.....	.....
Total in professional schools.	3,564	24	.....	.....	.....	.....	.....	.....	.....	b149	6	3,270	18	145	.....	.....
ALABAMA.....	e145	9	85	5	13	.....	1	.....	3	.....	2	24	.....	13	2	.....
Classical and scientific colleges.	66	9	39	5	13	.....	1	.....	.....	.....	2	.....	.....	13	2	.....
Colleges for women.....	e55	.....	46	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....
ARKANSAS.....	15	1	5	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....	.....
Classical and scientific colleges.	15	1	5	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....	.....
CALIFORNIA.....	f143	.....	33	.....	32	.....	21	.....	.....	2	.....	51	.....	.....	.....	.....
Classical and scientific colleges.	g120	.....	33	.....	32	.....	21	.....	.....	.....	.....	31	.....	.....	.....	.....
Colleges for women.....	h1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	22	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	20	.....	.....	.....	.....
COLORADO.....	h6	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Classical and scientific colleges.	h6	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
CONNECTICUT.....	315	21	204	12	1	.....	47	.....	.....	16	4	10	.....	37	5	.....
Classical and scientific colleges.	315	21	204	12	1	.....	47	.....	.....	16	4	10	.....	37	5	.....
DELAWARE.....	8	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	8	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
GEORGIA.....	i277	15	145	8	5	1	4	.....	2	.....	1	107	5	.....	.....	.....
Classical and scientific colleges.	94	10	62	8	5	1	4	.....	.....	.....	1	23	.....	.....	.....	.....
Colleges for women.....	499	.....	83	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	84	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	84	5	.....	.....	.....

a Includes 276 degrees not specified.

b Includes 68 ordained as priests during the year; there were also 351 graduates in schools of theology, upon whom, in most cases, diplomas were conferred.

c Includes 196 degrees not specified.

d Includes 80 degrees not specified.

e Includes 6 degrees not specified.

f Includes 4 degrees not specified.

g Includes 8 degrees not specified.

h Degrees not specified.

i Includes 14 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
ILLINOIS.....	a6019	28	223	8	97	...	26	3	3	...	28	11	b436	1	76	5
Classical and scientific colleges.....	c480	26	210	8	97	...	26	3	3	...	3	9	44	1	76	5
Colleges for women.....	d22	...	13	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	b417	2	...	...	...	...	...	...	...	...	25	2	b392	...	...	...
INDIANA.....	388	34	105	14	65	1	16	...	...	...	26	9	172	5	4	5
Classical and scientific colleges.....	288	29	103	14	65	1	16	...	...	...	14	9	80	...	4	5
Colleges for women.....	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	98	5	...	...	...	...	...	...	...	...	e12	...	86	5	...	...
IOWA.....	465	23	121	6	60	...	19	2	1	...	4	12	172	2	88	1
Classical and scientific colleges.....	346	21	121	6	60	...	19	2	1	...	4	12	53	...	88	1
Professional schools.....	119	2	...	...	...	...	...	...	...	...	...	...	119	2	...	...
KANSAS.....	48	1	20	...	28	...	...	...	...	...	...	1	...	...	...	...
Classical and scientific colleges.....	48	1	20	...	28	...	...	...	...	...	...	1	...	...	...	...
KENTUCKY.....	f468	11	121	5	22	...	1	...	...	...	...	4	281	...	24	2
Classical and scientific colleges.....	110	11	54	5	22	...	1	...	...	...	...	4	33	...	...	2
Colleges for women.....	f86	...	67	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	272	...	...	...	...	...	...	...	...	...	...	...	248	...	24	...
LOUISIANA.....	g90	...	15	...	...	...	...	...	...	...	1	...	59	...	9	...
Classical and scientific colleges.....	79	...	10	...	...	...	...	...	...	...	1	...	59	...	9	...
Colleges for women.....	g11	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...
MAINE.....	214	11	148	2	31	1	...	2	...	...	5	3	80	...	...	3
Classical and scientific colleges.....	196	11	130	2	31	1	...	2	...	...	5	3	30	...	...	3
Colleges for women.....	18	...	18	...	...	...	...	...	...	...	...	...	...	...	...	...
MARYLAND.....	409	4	69	1	...	...	9	1	...	...	4	1	299	...	28	1
Classical and scientific colleges.....	78	4	65	1	...	...	9	1	...	...	4	1	...	...	...	1
Colleges for women.....	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	327	...	...	...	...	...	...	...	...	...	...	...	299	...	28	...

a Includes 17 degrees not specified and 13 "full certificates" given to special students.

b Includes honorary degrees in medicine conferred by Rush Medical College, Chicago, Ill.; number not specified.

c Includes 8 degrees not specified and 13 "full certificates" given to special students.

d Includes 9 degrees not specified.

e Number of priests ordained during the year.

f Includes 19 degrees not specified.

g Includes 6 degrees not specified.

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TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL-COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
MASSACHUSETTS.....	a806	28	371	12	85	...	6	3	3	...	66	8	126	...	50	5
Classical and scientific colleges.	a690	28	321	12	85	...	6	3	3	...	33	8	93	...	50	5
Colleges for women.....	50	...	50	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	66	...	...	...	...	...	...	...	...	33	...	33	...	...	...	...
MICHIGAN.....	619	17	111	8	75	...	40	2	...	3	3	245	1	145	3	...
Classical and scientific colleges.	564	17	111	8	75	...	40	2	...	3	3	190	1	145	3	...
Professional schools.....	55	...	...	...	...	...	...	...	...	...	...	55	...	...	...	...
MINNESOTA.....	64	...	45	...	19	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	55	...	40	...	15	...	...	...	...	...	...	...	...	...	...	...
Colleges for women.....	9	...	5	...	4	...	...	...	...	...	...	...	...	...	...	...
MISSISSIPPI.....	b76	1	43	...	5	...	11	...	...	...	...	...	...	...	16	1
Classical and scientific colleges.	50	1	18	...	5	...	11	...	...	...	...	...	...	...	16	1
Colleges for women.....	b26	...	25	...	...	...	...	...	...	...	...	...	...	...	...	...
MISSOURI.....	c525	7	104	...	75	...	11	2	...	5	2	262	1	53	4	...
Classical and scientific colleges.	d222	6	76	...	63	...	11	1	...	5	2	5	...	53	4	...
Colleges for women.....	e46	...	28	...	12	...	...	1	...	...	...	...	...	...	...	...
Professional schools.....	257	1	...	...	...	...	...	...	...	...	...	257	1	...	...	...
NEBRASKA.....	3	...	1	...	2	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	3	...	1	...	2	...	...	...	...	...	...	...	...	...	...	...
NEW HAMPSHIRE.....	131	21	72	10	30	1	...	5	...	...	2	29	...	...	3	...
Classical and scientific colleges.	127	21	68	10	30	1	...	5	...	...	2	29	...	...	3	...
Colleges for women.....	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...
NEW JERSEY.....	226	44	190	27	33	8	...	4	...	3	2	...	...	...	3	...
Classical and scientific colleges.	213	44	180	27	33	8	...	4	...	...	2	...	...	...	3	...
Colleges for women.....	10	...	10	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	3	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...
NEW YORK.....	f1,817	65	440	22	154	1	60	4	10	2	36	20	884	5	166	11
Classical and scientific colleges.	g1,284	60	426	22	154	1	60	4	10	2	14	20	398	...	166	11
Colleges for women.....	h25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	508	5	14	...	...	...	...	...	...	422	...	486	5	...	...	...

a Includes 99 degrees not specified.

b Includes 1 degree not specified.

c Includes 13 degrees not specified.

d Includes 8 degrees not specified.

e Includes 5 degrees not specified.

f Includes 67 degrees not specified.

g Includes 56 degrees not specified.

h Includes 11 degrees not specified.

i Number of priests ordained during the year.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NORTH CAROLINA.....	a66	19	46	6	5	...	10	1	...	6	...	...	...	6	...
Classical and scientific colleges.	61	19	46	6	5	...	10	1	...	6	...	...	...	6	...
Colleges for women.....	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...
OHIO.....	1,191	40	307	10	100	...	54	3	...	48	22	618	...	64	5
Classical and scientific colleges.	460	36	282	10	100	...	54	3	...	33	18	...	...	...	5
Colleges for women.....	25	...	25	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	697	4	...	...	...	...	...	...	...	15	4	618	...	64	...
OREGON.....	29	...	7	...	9	...	...	...	...	...	...	13	...	...	...
Classical and scientific colleges.	29	...	7	...	9	...	...	...	...	...	...	13	...	...	...
PENNSYLVANIA.....	c1,257	61	384	16	102	1	19	14	5	9	24	684	...	51	6
Classical and scientific colleges.	715	61	363	16	102	1	19	14	...	9	24	168	...	51	6
Colleges for women.....	26	...	21	...	...	...	...	5	...	...	...	...	...	...	...
Professional schools.....	516	...	...	...	...	...	...	...	...	...	...	516	...	...	...
RHODE ISLAND.....	69	3	63	1	...	...	6	...	...	1	...	...	...	1	...
Classical and scientific colleges.	69	3	63	1	...	...	6	...	...	1	...	...	...	1	...
SOUTH CAROLINA.....	98	2	67	...	1	...	...	...	...	2	30	...	...	...	...
Classical and scientific colleges.	35	2	34	...	1	...	...	...	...	2	...	...	...	...	...
Colleges for women.....	33	...	33	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	30	...	...	...	...	...	...	...	...	...	30	...	...	...	...
TENNESSEE.....	591	23	230	4	31	...	3	2	...	13	11	264	1	50	5
Classical and scientific colleges.	511	23	150	4	31	...	3	2	...	13	11	264	1	50	5
Colleges for women.....	80	...	80	...	...	...	...	...	...	...	...	...	...	...	...
TEXAS.....	44	3	38	1	6	...	...	...	...	1	...	...	...	1	...
Classical and scientific colleges.	32	3	26	1	6	...	...	...	...	1	...	...	...	1	...
Colleges for women.....	12	...	12	...	...	...	...	...	...	...	...	...	...	...	...
VERMONT.....	85	11	29	3	5	...	1	...	...	3	50	...	...	5	...
Classical and scientific colleges.	82	11	26	3	5	...	1	...	...	3	50	...	...	5	...
Colleges for women.....	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...

a Includes 5 degrees not specified.

b Degrees not specified.

c Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
VIRGINIA.....	176	15	84	.....	32	.....	3	1	.....	8	.....	13	.....	44	6
Classical and scientific colleges.	161	15	69	.....	32	.....	3	1	.....	8	.....	13	.....	44	6
Colleges for women.....	15	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WEST VIRGINIA.....	18	.....	15	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	15	.....	12	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colleges for women.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WISCONSIN.....	a180	9	69	2	35	.....	2	.....	.....	37	5	.....	.....	34	2
Classical and scientific colleges.	135	9	64	2	35	.....	2	.....	.....	5	.....	.....	.....	34	2
Colleges for women.....	a8	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	37	.....	.....	.....	.....	.....	.....	.....	b37	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.....	107	7	19	2	3	.....	2	2	.....	6	2	27	.....	50	1
Classical and scientific colleges.	75	7	19	2	3	.....	2	2	.....	6	2	24	.....	21	1
Professional schools.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	29	.....
WASHINGTON TERRITORY.....	5	.....	2	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	5	.....	2	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes 3 degrees not specified.

b Includes 34 ordained as priests during the year.

As a means of maintaining the full significance of scholastic honors one of two conditions should be made a requisite for degrees: (1) a special examination, or (2) extended research or other worthy achievement in the department of knowledge represented by the degree. Our leading institutions insist more and more upon these requirements and the relative proportion of honorary degrees decreases from year to year.

TABLE XVI.—*Summary of statistics of additional public libraries for 1881.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditure.	
							Books, periodicals, and binding.	Salaries and incidentals.
Alabama	1	500	218			\$37		
California	8	44,916	a1,968				b\$7,176	
Colorado	1	400	. 110					\$80
Florida	1	595	45				90	
Illinois	6	37,972	c5,242	b11,937		a2,118	d1,894	a1,783
Indiana	3	2,356	1,156	b1,000	b\$161	b549	b470	b76
Iowa	1	1,000	700				400	
Kansas	1	511	20	84	0	22	20	0
Kentucky	3	1,601	206				b200	
Louisiana	1	750	50	80	0	200	100	100
Massachusetts	5	20,045	c2,505	d95,005	b1,000	d6,518	a3,471	d4,233
Michigan	2	4,871	4,308	b16,177		b633	b611	b21
Mississippi	2	1,830	b20					
Missouri	1	325	25					
Nevada	1	580	30	300	0	0		0
New Hampshire	6	3,684	2,897	c32,226	a5,000	a1,383	e776	d497
New York	11	29,786	f1,108	e29,905	b5,000	d323	d158	a15
North Carolina	2	2,700	b100	b1,216	b3,000	b240	b240	0
Ohio	2	1,511		b3,240				
Pennsylvania	3	1,560	334	b650				b150
Rhode Island	5	6,708	1,897	14,314		1,108	623	d472
South Carolina	3	4,034	922	a3,864		b80	b80	
Tennessee	1	500	100		0	0	60	40
Texas	2	2,610	750			b500	b540	
Vermont	3	1,260	a459	a2,298		a226	a206	b19
District of Columbia	1	500	50		0	0		0
Total	71	178,105	g25,215	h212,296	i14,161	j13,937	k17,115	l7,406

a 2 reporting.

b 1 reporting.

c 4 reporting.

d 3 reporting.

e 5 reporting.

f 8 reporting.

g 59 reporting.

h 30 reporting.

i 6 reporting.

j 28 reporting.

k 32 reporting.

l 20 reporting.

Adding the totals of the preceding summary to those of the summaries of 1880, 1879, 1878, 1877, 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported :

Total number of public libraries reported, each having 300 volumes or upwards	3,998
Total number of volumes	12,889,598
Total yearly additions (1,749 libraries reporting)	507,832
Total yearly use of books (883 libraries reporting)	9,912,760
Total amount of permanent fund (1,765 libraries reporting)	\$6,832,657
Total amount of yearly income (1,000 libraries reporting)	1,474,585
Total yearly expenditure for books, periodicals, and binding (923 libraries reporting)	636,594
Total yearly expenditures for salaries and incidental expenses (773 libraries reporting)	781,860

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 270 libraries embraced in the Reports of the Commissioner of Education for 1876, 1877, 1878, 1879, and 1880, from the dates thereof to the present time.

The idea that a library is not a luxury but a necessity has become recognized among the most intelligent people. It has powerful influences which penetrate deeply and widely through nearly all classes to refine their tastes and elevate their principles as certainly as the organized systems of school instruction, though perhaps less rapidly. The general tendency of persons who continue the practice of drawing books from a library has been stated by good authority to be a gradually increasing interest in a more instructive and improving class of books than that for which they had at first shown a preference. A librarian has an opportunity to stimulate and direct this upward tendency, and where it is most apparent there is the greatest probability that this opportunity has been improved. "A collection of good books, with a soul to it in the shape of a good librarian," says Mr. Justin Winsor, "becomes a vitalized power among the impulses by which the world goes on to improvement." Manifestations of the appreciation of public libraries have appeared frequently in statutes providing for their support and protection. Not less than twenty States have legislated in their favor during the last decade. Few years go by in which some State, previously neglectful of its reading population, does not enact a law in the interest of free libraries. The statistics of additional public libraries previously given show their number and size to be greater this year than in any year subsequent to the publication of the special report on libraries in 1876. In 1880 the number of libraries reported was larger, but they contained fewer volumes. The functions of public libraries have been summarized by Hon. Mellen Chamberlain, of Boston, under the following heads:

First, in due proportion of funds to answer the requisition of scholars; second, to supply sufficient reading for all, and without inquiring too nicely whether that reading is merely for amusement or with some vague notion of acquiring useful knowledge; and lastly, that of instruction for the class who are generally pupils in the public schools.

LIBRARY MANAGEMENT.

The true aim of public library administration is to make the books in it accessible and useful to the greatest number of readers. The time has passed when the preservation of a library was the chief end in its economy. Methods of arranging, classifying, numbering, and charging books affect materially the usefulness of any collection, but a discussion of them would involve many questions and details that have only a secondary bearing on their educational value. These matters have been brought to a high degree of perfection, so that those skilled in them are familiar with excellent plans for conducting libraries of any size whatever. Librarians generally hold themselves in readiness to render assistance to libraries needing the help of experts.

The great need of a library, after it is supplied with books, is a qualified librarian. It would be difficult to say what are the most essential qualifications. A prime test of a librarian's quality, says Mr. Winsor, "is his power to induce an improvement in the kind of reading." Mr. S. S. Green, of the Worcester (Mass.) Free Public Library, mentions courteous disposition, sympathy, cheerfulness, patience, and enthusiasm as qualities peculiarly desirable in library officers. The following suggestive sentences are from the pen of Melvil Dewey, esq., of Boston :

The best librarians are no longer men of merely negative virtues. They are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and the teachers. * * * It is not now enough that the books are cared for properly, are well arranged, are never lost. It is not enough if the librarian can readily produce any book asked for. It is not enough that he can, when

asked, give advice as to the best books in his collection on any given subject. All these things are indispensable, but all these are not enough for our ideal. He must see that his library contains, as far as possible, the best books on the best subjects, regarding carefully the wants of his special community. Then, having the best books, he must create among his people, his pupils, a desire to read those books. He must put every facility in the way of readers, so that they shall be led on from good to better. He must teach them how, after studying their own wants, they may themselves select their reading wisely. Such a librarian will find enough who are ready to put themselves under his influence and direction, and if competent and enthusiastic he may soon largely shape the reading and, through it, the thought of his whole community.

LIBRARIES AND SCHOOLS.

Much attention is given to the use of libraries in connection with the public schools. Once it was the complaint that, though the school and the library stood side by side, no bridge stretched from the one to the other. Now librarians and the trustees of libraries generally are trying to cooperate with teachers and parents in directing into profitable channels the reading of children and youth. The younger children are helped to select interesting and instructive stories and books of history and travel; older ones are guided to the sources of history, the authorities in science, and the finest examples in literature. The choice of the books is aided by the acquaintance of the teacher with the tastes and capacities of his pupils, the discernment on the part of the librarian of their wants and his knowledge of the books that will supply them, and by the increasing abilities of readers to choose for themselves. Many circumstances and influences must unite in order to produce the highest degree of mutual helpfulness between the school and the library. Some of these essentials are mentioned by Mr. W. E. Foster, of Providence, as follows:

On the part of the pupil, then, are requisite a continuous mental development and sufficient scope of individuality; on the part of the teacher and librarian are requisite a genuine interest in the work and mutual cooperation. The choice of methods must aim to bring the strongest light of interest to bear on the presentation of each subject, and must be essentially direct and personal, and must follow up the first steps of continuous efforts. Instead of a policy which contemplates brilliant but superficial operations should be chosen one which, with patience and persistency, enters upon measures which require time for their development, but whose results are substantial and permanent.

A few years ago the trustees of the Quincy (Mass.) Public Library adopted a rule by which each of the schools might become practically a branch library, the master selecting a number of volumes from the main library and circulating them among his scholars. In the Wells School, Boston, a plan has been devised for promoting the study of good literature. It involves the loan from the Public Library to the public school of copies of some one book sufficient in number to enable the pupils of the school to read the same book at the same time. Once a week they are examined in a free conversational way as to the structure of the work, the relation of its parts, the spirit in which it was written, the excellence of its style and diction, and similar qualities. It is said that after a few months' study of "*Leslie Goldthwaite's Journal*" the pupils "came to have a perception more or less clear, according to the intellectual endowments of individual girls, of all those elements by which the professional critic is enabled to give judgment upon the value of any novel as a work of art." The use of libraries has been greatly increased in Cincinnati by interesting public school scholars in authors of unquestioned merit. The school district libraries of California are meeting with marked success. It is not too much to say that seven-eighths of them are doing good service in the education of the people. Mr. Foster has given some excellent rules for the guidance of pupils in their use of the public library. They are as follows:

(1) Begin by basing your reading on your school text books. (2) Learn the proper use of reference books. (3) Use books, that you may obtain and express ideas of your own. (4) Acquire wholesome habits of reading. (5) Use imaginative literature, but

not immoderately. (6) Do not try to cover too much ground. (7) Do not hesitate to ask for assistance and suggestions at the library. (8) See that you make your reading a definite gain to you.*

CATALOGUES AND INDEXES.

The practical value of libraries has been enhanced by the skill and industry employed in the preparation of catalogues and indexes. This technical and laborious work can be accomplished satisfactorily only by persons of talent and experience. General rules are adopted by library associations, and they furnish guidance and tend to secure uniformity of entries and arrangement. They have the same purpose and consequently are essentially alike in matters of substance. The details may depend on the fulness of entries, the kind of catalogue, the purposes of the library, and the characteristics of librarians. The mental qualities and the facilities possessed by the employes of any library will determine to a considerable extent the character of the catalogue issued by it. Such a work as the subject catalogue of the United States Surgeon General's Office could not come from a library which had inferior officers and ordinary facilities. It may be that some system of coöperation will be inaugurated by which catalogues for general use will be prepared by the combined effort of the men best able to do such work.

The movements in the line of indexing are attracting much attention. It is now considered feasible to index, not individual books only, but those of a class or subject. A series of publications entitled the Q. P. Indexes has been received with favor.¹ The earliest of them contain references to the articles which appeared in some single magazine during a selected period. Later numbers give references to contributions to several periodicals during a particular year. An index of articles relating to history, biography, literature, and travel contained in essays will be attempted in the near future. In the forefront of projects of this kind is the preparation of a greatly extended edition of Poole's Index to Periodical Literature. The work is being done through the coöperation of leading libraries under the direction of Mr. William F. Poole, of Chicago. He prescribed rules for indexing and assigned particular magazines to libraries possessing full files. The number of serials indexed up to February was 188, comprising 4,318 volumes. Mr. Poole said at that time :

The work of more than fifty of the coöperating libraries has been sent in, with the references to the current serials brought down to January, 1880. The matter has been revised by the editors, distributed under the first letter of the headings, and about six hundred pages of copy have been arranged for the printers. * * * The arrangement and revising of the copy we estimate will be completed during the present year, and the printing will begin early in 1882 and will be carried on as rapidly as the nature of the work will permit. It will make a royal octavo volume of about 1,200 pages.

¹This work has been undertaken by Mr. W. H. Griswold, a graduate of Harvard College, who studied two years in Europe and is now assistant to Mr. Spofford, librarian of Congress. His indexes show honest and well considered work and have received recognition abroad creditable to him as well as to the progress of indexing in the United States. The *Deutsche Rundschau*, in an extended notice, observes :

"The readers of the *Deutsche Rundschau* will be pleased to learn that an index of its authors and subjects has been published. This publication comes from America: Germans are not index makers. The work is excellently done and will be of great value to the readers of the *Rundschau*. Mr. Griswold has made similar indexes to several American periodicals. His work shows great industry and accuracy. Open it where one may, there is no possibility of mistake. These indexes will be exceedingly useful to libraries having the periodicals covered by them."

NURSE TRAINING SCHOOLS.

CCV

TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1881.	Total number of pupils since organization.	Graduates since organization.
1	Connecticut Training School for Nurses (State Hospital).	4	24	8	116	43
2	Illinois Training School for Nurses	3	10	0	10	0
3	Boston City Hospital Training School for Nurses	9	50	9	159	21
4	Boston Training School for Nurses (Massachusetts General Hospital).		42	16	247	73
5	Training School for Nurses (New England Hospital).....		17	6	120	46
6	Missouri School of Midwifery	3	16	21	180	173
7	Brooklyn Training School for Nurses.....		12	0	12	0
8	New York State School for Training Nurses	6	7	7	54	54
9	Buffalo General Hospital Training School for Nurses..	12	15	3	33	5
10	Charity Hospital Training School.....	12	40	16	130	90
11	Mount Sinai Training School for Nurses.....		26	0	28	0
12	Training School for Nurses (Bellevue Hospital)	6	64	23	148	148
13	Training School of New York Hospital.....	8	26	12	70	52
14	Training School for Nurses (House and Hospital of the Good Shepherd).	8	10			
15	Nurse Training School of the Woman's Hospital.....	6	31	4	117	46
16	Philadelphia Lying-in Charity and Nurse School.....					
17	Washington Training School for Nurses.....	7	24	3	40	3
	Total	84	414	133	1,464	754

The list of nurse training schools has been increased during the year by the opening of two schools, one in Chicago and one in New York City. The latter school was in contemplation as early as 1879. The death of the lady who was most deeply interested in its establishment postponed active operations; other ladies, however, soon took up the work and made plans for the organization of a school. These plans were approved by the Mount Sinai Hospital and a society was incorporated to carry them into effect. Subscriptions were solicited and \$6,410 raised. A house was rented and furnished, that the nurses and pupils might have a pleasant home when off duty. The rules of the home are few and simple, requiring the inmates to rise and retire at seasonable hours and to observe the usages of refined homes. The Mount Sinai Hospital has coöperated with the managers of the nurse training school and has opened its wards for the education of the pupils.

Mrs. Thomas Burrows, the recording secretary of the Society of the Illinois Training School for Nurses, Chicago, at its first annual meeting, October 1, 1881, gave the following interesting sketch of the origin of the school:

One year ago to-day sixteen ladies met at the Palmer House for the purpose of organizing a training school for nurses. These ladies were thoroughly in earnest, believing that such a school was sadly needed, not only for the benefit of the sick, but to furnish to those women who desire to become skilled nurses such facilities as would open to them a self supporting and honorable profession. Twenty-five ladies were duly elected as a board of managers. From this number were elected Mrs. C. B. Lawrence president, two vice presidents, a recording and corresponding secretary, and treasurer. A charter was obtained, and a constitution and by-laws adopted. The standing committees were duly elected, as follows: hospital, household, publication, finance, auditing, executive, and nominating, with an advisory board of fifty gentlemen. After it had been fully decided by the commissioners of Cook County Hospital to give the training school board full control of two wards, subject to the existing rules and regulations of the hospital,

the first effort was made to interest the general public in the enterprise. For this purpose a meeting was called on the evening of the 15th of January in the appellate court rooms at the Grand Pacific Hotel. The response was noble and generous, and from that time forward the earnest and heartfelt interest of the people of Chicago was made manifest in the gift to our training school, by individual donation, of \$15,085. Miss M. E. Brown, assistant superintendent of the Bellevue Hospital Training School, was so highly recommended to us for superintendent that she was engaged, and with great satisfaction are we able to say that our expectations in regard to this lady have been more than fulfilled. Then came the renting and furnishing the Home, now located at 69 Flournoy street, and on May 1 Miss Brown, with her two head nurses and eight pupil nurses, assumed their duties in wards A and C of Cook County Hospital.

The Washington Training School for Nurses held its first regular commencement in May last. The society in charge of the school then conferred its certificates upon three graduates. Earlier in the year a loan exhibition was held, for the purpose of obtaining a fund for the establishment of a Home. The pecuniary result was not equal to anticipations, but the exhibition called attention to the merits of the school and enlisted the sympathy and coöperation of many citizens.

Louis L. Seaman, M. D., chief of staff of Charity Hospital, New York City, in his report for 1881, gives a retrospective view of events bearing on the history of nurse training schools. The first public hospital, says Dr. Seaman, was founded in Rome in the fourth century by Fabiola. About the same time another Roman lady, Paula, took up her residence in Bethlehem of Judea and assembled around her a community of women who are the prototypes of modern nurses. The oldest hospital in existence is the Hôtel Dieu, in Paris. It was founded in the seventh century and has enrolled on its records the successive orders of Sisters that have ministered to the sick within its walls. The Sisters of Charity were organized in the seventeenth century, and have contributed much to the relief of suffering. The nurse training of this century commenced at Kaiserwerth, a little village on the Rhine, near Düsseldorf, in 1836. The establishment there has become known, not so much through Pastor Fliedner, its founder, as on account of the attendance of Florence Nightingale, who went there in 1851 to perfect her training as a nurse. The term of instruction and service at Kaiserwerth was three years, and there was no lack of applicants, though a fee was charged for the training. Special recognition of the need of trained nurses was made by the sanitary commission during the late civil war, when distinguished physicians and surgeons proposed to educate and drill in a thorough and laborious manner one hundred women suited to become efficient nurses in army hospitals.

An account of the work of missionary nurses, furnished by the superintendent of the Woman's Branch of the New York City Missions, shows the field for philanthropic labor open to the nurse. The following extracts are taken from it:

It is now about five years since a graduate of the Bellevue Training School for Nurses gave up her prospect of pecuniary advantage as a private nurse and devoted herself to caring for the sick poor in connection with our missionaries, and became the pioneer of missionary nurses. Since then that branch of the work has steadily advanced. It has increased in favor with rich and poor, increased in power and efficiency, and we wonder how we ever did good work without it. A part of the last year we employed eight nurses, each and all constantly occupied, often far beyond ordinary power of endurance.

Too much cannot be said of the constant and untiring devotion of these self sacrificing workers, who forget fatigue, extreme cold, heat, or storm, when the interests of a patient demand their attention. The pressure on them is so great that we are obliged to limit their service to day-time and within certain hours. The nurses have made during the year over nine thousand visits, carrying relief and comfort to 1,738 patients. * * * The nurses have expended for medicines and nourishment \$1,172.94, have given 1,251 garments, and lent for the comfort of the sick 536 articles.

DEFECTIVE CLASSES.

A table on the following page, derived from the United States Census of 1880, shows the number of deaf-mute, blind, feeble-minded, and insane persons enumerated in each State and Territory.

DEFECTIVE CLASSES IN THE UNITED STATES.

CCVII

Defective classes of the population of the United States, from the Census of 1880.

States and Territories.	Defective classes containing teachable children.				Insane.	Aggregate.
	Deaf-mutes.	Blind.	Feeble-minded.	Total.		
Alabama.....	698	1,399	2,228	4,315	1,521	5,836
Arkansas.....	489	972	1,874	2,835	789	3,624
California.....	382	644	507	1,533	2,503	4,036
Colorado.....	85	104	77	266	99	365
Connecticut.....	565	613	817	1,995	1,723	3,718
Delaware.....	84	127	269	480	198	678
Florida.....	118	215	369	702	253	955
Georgia.....	819	1,684	2,438	4,886	1,697	6,583
Illinois.....	2,202	2,615	4,170	8,987	5,134	14,121
Indiana.....	1,764	2,238	4,725	8,727	3,530	12,257
Iowa.....	1,052	1,310	2,314	4,676	2,544	7,220
Kansas.....	651	748	1,063	2,462	1,000	3,462
Kentucky.....	1,275	2,116	3,513	6,904	2,784	9,688
Louisiana.....	524	845	1,053	2,422	1,002	3,424
Maine.....	455	797	1,325	2,577	1,542	4,119
Maryland.....	671	946	1,319	2,936	1,857	4,793
Massachusetts.....	978	1,738	2,031	4,742	5,127	9,869
Michigan.....	1,166	1,289	2,181	4,636	2,796	7,432
Minnesota.....	500	448	729	1,677	1,145	2,822
Mississippi.....	606	1,071	1,579	3,256	1,147	4,403
Missouri.....	1,598	2,258	3,372	7,228	3,310	10,538
Nebraska.....	287	220	356	863	450	1,303
Nevada.....	10	24	18	52	31	83
New Hampshire.....	221	412	703	1,336	1,056	2,392
New Jersey.....	527	829	1,056	2,412	2,405	4,817
New York.....	3,762	5,013	6,084	14,859	14,111	28,970
North Carolina.....	1,032	1,873	3,142	6,047	2,028	8,075
Ohio.....	2,301	2,960	6,460	11,721	7,286	19,007
Oregon.....	102	87	181	370	378	748
Pennsylvania.....	3,079	3,884	6,497	13,460	8,304	21,764
Rhode Island.....	150	300	234	684	684	1,368
South Carolina.....	584	1,100	1,588	3,252	1,112	4,364
Tennessee.....	1,106	2,026	3,533	6,667	2,404	9,071
Texas.....	771	1,875	2,276	4,422	1,564	5,986
Vermont.....	212	496	803	1,501	1,015	2,516
Virginia.....	998	1,710	2,794	5,502	2,411	7,913
West Virginia.....	520	625	1,367	2,512	982	3,494
Wisconsin.....	1,079	1,075	1,785	3,939	2,526	6,465
Arizona.....	7	27	11	45	21	66
Dakota.....	63	63	80	226	72	298
District of Columbia.....	169	164	107	440	938	1,378
Idaho.....	7	6	28	36	16	52
Montana.....	9	12	15	36	59	95
New Mexico.....	70	358	122	550	153	703
Utah.....	118	126	148	392	151	543
Washington.....	24	47	47	118	135	253
Wyoming.....	11	4	2	17	4	21
Total 1880.....	83,878	48,928	76,895	59,701	91,997	251,968
Total 1870.....	16,205	20,320	24,527	61,052	37,382	93,434

We are not yet free from the tendency to give the name asylum to institutions designed for the benefit of children and youth suffering from such defects as inability to

speak, or hear, or see, or from mental deficiency. When these institutions were first established they were looked upon as great charities, and the public generally regarded them with more interest as means of relief than as schools for the training of young persons having deficiencies in mind or body. Since that period there has been great progress on the part of all communities among us in acknowledging that education for any youth who can be benefited by it is not a charity but a right, and that the state in providing institutions of this class is not bestowing a charity but discharging a duty, if such a distinction may be made. On the other hand, the development of dependence in its various forms from disease or feebleness of mind or body has necessitated better provision for those suffering in this way; and it has been found alike humane and economical to bring such persons together in centres or retreats. These institutions, all will agree, may with propriety be called asylums, and those in them designated the asylum class, as it is termed in social science. But none need be told how widely all these establishments differ from those intended for the instruction and training of the youth of any condition. A proper use of terms, then, would suggest the dropping of "asylum" in connection with all schools for these several classes. Another reason for the disuse of this term is found in the fact that it suggests to many legislators the idea of making provision only for the shelter, food, and clothing of these youth, whereas they can accomplish their purpose only by just and proper provisions for carrying on the work of education. A careful survey of these institutions will disclose the fact that suffering for lack of proper text books, books of reference, maps, or other means of illustrations, or laboratories and workshops for industrial training, or persons of a sufficiently high order of qualification as teachers, arises in part at least because estimates of expense are made simply for the keeping of so many children. It should never be forgotten that education is the prime object in the establishment of these institutions. It may be that in some instances legislation to alter their designation will be advisable.

TABLE XVIII.—INSTITUTIONS FOR THE DEAF AND DUMB.

Following is a summary of statistics of institutions for the deaf and dumb for the year 1881.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States and Territories.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.	
Alabama.....	1	6	a3	50	30	20	190
Arizona.....	1	4	0	77	45	32	160
California.....	1	b12	.....	116	70	46	239
Colorado.....	1	3	.....	38	.....	.....	53
Connecticut.....	2	17	2	236	145	91	2,842
Georgia.....	1	4	2	70	36	34	300
Illinois.....	c2	32	3	633	372	261	1,490
Indiana.....	1	18	6	405	224	181	1,395
Iowa.....	1	12	3	198	117	81	600
Kansas.....	1	7	0	142	74	68	240
Kentucky.....	1	8	d4	139	78	61	788
Louisiana.....	1	3	.....	43	23	20	.....
Maine.....	1	4	0	26	14	12	29
Maryland.....	3	b16	1	141	81	60	278
Massachusetts.....	3	21	1	180	88	92	400
Michigan.....	3	18	2	293	162	131	962
Minnesota.....	1	8	4	134	83	51	258
Mississippi.....	1	4	1	56	28	28	123
Missouri.....	2	14	3	291	174	117	829
Nebraska.....	1	7	e1	97	60	37	144
New York.....	6	32	11	1,845	756	589	4,147
North Carolina.....	1	9	1	109	58	51	349
Ohio.....	2	28	5	560	302	258	1,952
Oregon.....	1	2	0	15	8	7	43
Pennsylvania.....	6	30	5	564	326	238	2,177
Rhode Island.....	1	4	0	19	11	8	19
South Carolina.....	1	5	3	38	15	23	b164
Tennessee.....	1	6	0	100	60	40	.....
Texas.....	1	5	0	89	53	36	202
Virginia.....	1	7	1	96	54	42	530
West Virginia.....	1	6	2	78	46	32	168
Wisconsin.....	3	16	.....	242	141	108	664
District of Columbia.....	f3	12	3	114	108	11	431
Dakota.....	1	1	1	5	4	1	0
Total.....	57	431	g8	h6,740	3,841	2,961	21,661

a Deaf-mutes.

b Including the department for the blind.

c One of these represents the Chicago system of deaf-mute schools, to which belong, besides the Deaf-Mute High School, four primary schools.

d Three are deaf-mutes.

e A mute.

f This includes the National Deaf-Mute College.

g Six are deaf-mutes and 1 mute.

h Sex of 38 not reported.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

States and Territories.	Number of graduates who have become teachers.	Libraries.		Property, income, &c.			
		Number of volumes.	Increase in the last year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	2	500	100	\$50,000	\$15,000	.....	\$18,500
Arkansas.....	1	75	0	30,000	64,000	\$0	14,676
California.....	3	.....	.....	\$325,000	\$40,000	0	\$40,000
Colorado.....	.....	70	.....	20,000	\$16,985	0	15,835
Connecticut.....	23	2,200	.....	256,000	38,949	3,006	52,825
Georgia.....	3	1,000	50	40,000	15,000	0	14,241
Illinois.....	15	5,591	804	300,000	100,000	.....	88,792
Indiana.....	.....	3,006	.....	458,110	55,000	0	54,831
Iowa.....	0	432	0	200,000	57,280	0	50,290
Kansas.....	.....	500	100	54,000	19,500	0	19,500
Kentucky.....	.....	800	25	200,000	28,008	\$4,439	26,705
Louisiana.....	.....	350	.....	50,000	.....	.....	.....
Maine.....	.....	.....	.....	.....	4,000	.....	.....
Maryland.....	3	4,150	220	330,000	30,450	500	29,250
Massachusetts.....	0	1,156	.....	97,000	11,883	3,591	26,950
Michigan.....	.....	2,456	20	407,500	40,000	600	45,600
Minnesota.....	2	850	10	200,000	24,000	0	24,000
Mississippi.....	.....	600	.....	100,000	9,500	0	10,000
Missouri.....	3	1,000	.....	162,789	45,000	0	35,230
Nebraska.....	0	762	160	61,000	39,950	0	16,450
New York.....	87	5,511	187	913,914	\$291,311	53,238	366,670
North Carolina.....	8	600	.....	\$75,000	.....	.....	\$34,000
Ohio.....	40	.....	.....	750,000	84,454	.....	85,016
Oregon.....	.....	0	.....	.....	\$6,000	.....	.....
Pennsylvania.....	16	5,100	30	500,000	164,800	1,452	97,711
Rhode Island.....	0	230	.....	.....	.....	0	.....
South Carolina.....	.....	.....	.....	\$35,000	\$7,800	.....	\$7,160
Tennessee.....	0	300	0	200,000	22,000	.....	22,000
Texas.....	.....	108	.....	90,000	.....	.....	7,700
Virginia.....	3	500	10	\$250,000	\$33,480	0	\$32,300
West Virginia.....	1	591	49	\$30,000	\$25,000	0	\$30,050
Wisconsin.....	.....	1,000	.....	124,000	30,000	1,502	50,040
District of Columbia.....	31	.....	.....	650,000	\$53,500	.....	56,100
Dakota.....	0	0	.....	4,000	2,000	.....	.....
Total.....	246	39,538	1,765	7,013,313	1,309,795	63,828	1,367,400

a Including the department for the blind.

b For salaries, \$125 per capita for support.

c Total receipts from all sources.

d From labor and interest on permanent fund.

e Includes some appropriations from counties.

f For two years.

g Congressional appropriation.

A few events of public interest have occurred during the past year among the schools for the deaf and dumb. The legislature of Michigan has passed an act reorganizing its State institution. The Pennsylvania institution has been named as the recipient of a generous legacy, in consequence of which it resolved to establish two additional schools, one to be taught by the oral and the other by the manual method. The oral school has been organized. A school for deaf-mutes, opened last year at Sioux Falls, Dak., has re-

ceived aid from the city and from the territorial legislature, such as to give it promise of a permanent growth. The legislature of Georgia has appropriated \$2,500 for fitting up a department in the State institution for colored pupils, and as much more for the expense of giving them instruction. It has also permitted the attendance of day scholars. The Iowa institution has been given a printing office and has commenced the publication of a monthly paper. A gymnasium, 62 by 48 feet in area, has been completed and equipped for the Columbia Institution at Washington, D. C. It contains a swimming pool and bowling alley on the first floor and approved apparatus on the second floor. The Kentucky institution is erecting a chapel and a building for boys at an expense of over \$40,000, a large part of which has been appropriated by the legislature.

DAY SCHOOLS FOR DEAF-MUTES.

There are in several cities schools for deaf-mutes under the control of the municipal school authorities. Among them are the Chicago day schools, the Portland (Me.) day school, the Horace Mann School at Boston, the St. Louis day school, and the Scranton (Pa.) deaf-mute school. The Chicago day schools are five in number and were maintained during the year past at an expense of about \$3,800, which was paid from a State appropriation of \$15,000 made for the purpose in 1879. The pupils numbered 55. The average attendance was nearly 81 per cent. of the enrolment, although many of the children lived at considerable distances from the schools. Instruction was given only in the most elementary branches. The Portland school is supported by the State, but appropriations to it have been too meagre to allow it to do the work it might. The Horace Mann School for the Deaf was established in 1869 for the purpose of affording free instruction to the deaf-mute children of Boston and vicinity in such a way that the expense to the State would be small and the opportunity be offered children of residing at home during the time of instruction. The school occupies a building containing eight class rooms, a reception room, and play room. "And in this cheerful place," says Miss M. G. Morrison, "in an atmosphere of encouragement and affection, the children gladly stay during five hours of the day, while the teachers, who are enthusiasts in their work, patiently try to fit them to take their places more equally in the struggle of life." In the half year ending July 1, 1881, there were 74 beneficiaries. The sum expended for them by the State was \$3,524.10. Children not beneficiaries are received and pay a sum equal to the average cost of tuition. It is designed that the school shall give an elementary English education, first imparting to pupils the meaning and use of ordinary language. It aims to teach its pupils to speak and to read the speech of others from their lips. One teacher is allowed for every ten scholars. The St. Louis school for deaf-mutes was opened nearly three years ago. It has two teachers and between forty and fifty pupils. The pupils are divided into four classes and pursue studies ranging from the most elementary lessons to physical geography, written arithmetic, and United States history. The principal of the school, Mr. D. A. Simpson, presents many arguments to prove that it is best for deaf children to remain at home during their school days, and answers the objections to day schools as follows:

The only strong point which opponents of day schools can advance is the difficulty of classification of pupils and the large percentage of daily absence from school. To this it may be replied that some of the very important advantages which a day school has over a State institution more than compensate for this difficulty of classification, and, as to absence from school, it is not at all true, as far as the St. Louis day school is concerned, that the percentage of daily absence is large. Here, with forty-one pupils enrolled, the average daily absences do not often exceed four, less than one from each class.

Schools similar to those in Chicago have been established in London, and placed by the school board under the supervision of Rev. William Stainer. In order to extend their benefits, homes have been opened near them for the accommodation of children living at a distance. An account of these homes says:

Mr. Stainer, aided by benevolent friends, has opened at two or three points near the city "ladies' Christian homes," where the children are brought together and provided with food and lodgings from Monday until Friday, returning to their homes for Satur-

ceived as young as four years of age. Their parents pay the cost of their food. Besides the weekly boarders, there are some children who, having no homes of their own, are placed in these establishments as permanent boarders by boards of guardians, the Royal Association in Aid of the Deaf and Dumb, and benevolent individuals. The advantage of the homes is not only that children living at a distance are brought near to the schools, but also that out of school hours they are surrounded with educational and moral influences, while still maintaining their family relations and home ties by weekly visits.

EARLY INSTRUCTION.

The education of the deaf-mute child should be commenced in the home at the earliest practicable moment. He should be encouraged in all active exercises, since they occupy his mind and strengthen his body. He should be shown novel and interesting objects, that his powers of observation may be quickened and his mind furnished with material for thought. The finger alphabet, simple writing and drawing, and the meaning of figures may be taught by parents or by older brothers or sisters. Above all, the moral education of the child should not be neglected, as his future acquirements depend largely upon it. Much is said about the age at which children should be placed in institutions. The rules of the Michigan school fix nine years as the lowest age at which a child may ordinarily be admitted. Children six years old are found in the Clarke Institution at Northampton, Massachusetts. The pupils of the Horace Mann School must be over five years of age. As the deaf child has more than ordinary difficulties to overcome in obtaining an education, there should be no obstacle placed in the way of his entrance upon school life at as early an age as may be deemed advisable, which will vary with the nature of the school and the methods of instruction adopted.

The order in which elementary instruction proceeds in the New York Institution has been given recently by its principal, Isaac L. Peet, LL. D., and it may be taken as an illustration of the studies by which pupils become prepared for higher work. The first step is to enable the pupil to associate an object directly with its name. Objects whose names contain many different letters of the alphabet are presented to the eye as soon as possible. The second step is to analyze the words and to teach the pupil to make the letter of the manual alphabet which corresponds to each letter in the word. The third step is for the pupil to learn to write the words. After this comes the introduction of sentences which signify that one thing is asserted of another. The different tenses of the verb, personal and demonstrative pronouns, and other modifications of words are gradually introduced. The intermediary used is the manual alphabet, but semi-mutes are allowed none, vocalization being required of them. Gestures and natural signs are introduced later, and by their use lectures on morals, government, science, history, &c., are given.

Kindergarten principles have been recognized in the instruction of the deaf. It was thought by some that the usefulness of the system would be seriously impaired by the omission of the musical part of the exercises; but the success attendant upon its adoption has been encouraging.

Mr. Z. F. Westervelt, principal of the Western New York institution, says:

In our Kindergarten we receive all children under twelve, those who enter at six having six years' instruction in this department. They are constantly under supervision, and the manner of instruction is designed to be such as to make all the incidents and affairs of daily life educative and to lead the child to learn by observing. This class contains forty pupils, who, in two divisions, are under the care of two teachers during the school hours and attended by two nurses while out of school. The little ones spend as much time as possible in out-door games and walks, and when in the house are occupied with games arranged by their teachers for their amusement and instruction. We had found it difficult among the games and occupations of the German Kindergarten to find those which could be adopted in the instruction of our children; but in trying to discover the principles underlying the natural development of the child's mind—the principles upon which Fröbel's system is based—we have been interested and encouraged in working out a plan of our own.

Kitchen garden lessons have been given to the pupils of the Horace Mann School, at Boston. The report for 1881 says:

In the early part of the school year, the committee in charge received and accepted a

proposal for a course of kitchen garden lessons, including the loan of necessary apparatus, and the results are highly satisfactory. This instruction was provided by a benevolent lady (Mrs. Augustus Hemmenway), who had established similar classes in different parts of the city. Once a week a class of twenty-four girls was taught by an experienced teacher. The opportunity to have the apparatus at the school was of great value to the children, who were thus made familiar with the names of household implements and with the language associated with their use. As little girls often learn thoroughly the varieties of common sewing by dressing their dolls, so they can learn household avocations by handling miniature utensils and articles under skilful direction, and can thus acquire early neat and careful ways of doing housework. These twenty-four girls will never forget the instruction received to lay tables in the proper way, to sweep and dust rooms, to make beds, and to wash clothes. Their progress in learning the language of home life was very marked and was one of the most important results of this course of object lessons.

SPECIAL INSTRUCTION.

Cookery has been considered by the officers of several schools a suitable subject of study for deaf-mute girls, as preparing them for home life or training them for an honorable employment. A course of lessons has been given recently at the North Carolina Institution by Mrs. Helen Campbell to a class of ten girls. Some of these had come from homes where cooking utensils were few and the variety of table dishes extremely limited. To them the articles to be cooked and the appointments of the room in which the lessons were given were mysteries. The instruction covered only a small field and was of the simplest kind. Breadmaking in all its forms and the best cooking of meats and ordinary vegetables made up the greater part of the work. At the end of a three months' course the class prepared an excellent supper for the trustees, which seemed to convince the most skeptical of the value of the instruction given.

The introduction of instruction in manual occupations into schools for deaf-mutes is advocated by those interested in their education. Four reasons for doing this are given by Hon. Samuel Ayres, president of the board of commissioners in charge of the Kentucky Institution for the Deaf and Dumb, as follows :

(1) The school term of those who attend closes usually at an age when they are merging into manhood and womanhood and should begin to be self dependent. (2) There are two or three hours a day, after arranging for study and recreation, that would be spent in idleness, and hence unprofitably and hurtfully, unless labor of some kind were provided. (3) The regular and systematic exercise so provided, while inculcating industrious habits, is promotive of health. (4) Mutes find it well nigh impossible to get places for learning trades when equally intelligent speaking youths are their competitors; and even if they could secure such places they would scarcely get the care necessary for their proper instruction from those who found it difficult to communicate with them and point out defects in their work.

An idea of the shops which some schools have and of the uses to which they are put may be obtained by the following statement about those connected with the West Virginia Institution for the Deaf and Dumb and the Blind. Mr. Covell, the principal, says:

This department embraces six shops, in which are taught the following branches of handicraft, viz, carpentry and cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. To these we may add the girls' sewing room, in which all of the articles of their clothing are made besides the underwear of the boys. These shops are now on a substantial footing and are in the hands of skilful, industrious, and intelligent foremen. The shop hours are from 2 to 5 P. M. for the boys and from 2 to 4 P. M. for the girls. The carpenter and cabinet shop answers all the demands upon it for necessary repairs to the buildings, fences, school and other furniture, besides supplying new tables, desks, &c., for the study rooms, school rooms, and shops. The shoe shop furnishes the pupils with good and substantial shoes and fills orders from the town and county for every style of work. The tailor shop supplies all the boys with one or two uniform suits each session, of a good article of cadet gray, and, so far as time will allow, fills orders from parties outside of the institution. The mattress, broom, and chair shops are reserved for the special benefit of the blind boys. * * * * In the printing office five or six of our brightest deaf-mute boys find full employment as printers and compositors in general job work or on the columns of their weekly paper, the *Tablet*. The returns from the finished work sold by the shops rather more than cover the outlay for material purchased for them, but not to such an extent as to pay more than a small per cent. of the wages of the foreman.

The Nebraska Institute reports its workshop completed, its printing office in operation, and a carpenter shop doing work enough to be self supporting. Baking and confectionery have been added to the trades taught in the Illinois institution. The business has been followed successfully by several pupils, and commends itself as being not only a good one on general principles, but also an enterprise whose products may be daily used in the establishment with which it is connected. Printing is one of the best trades, and almost the only one available in schools attended by quite young children. This trade, shoemaking, and carpenter and cabinet work are those most commonly taught. The report of the New York Institution gives the value of the production of its shops as follows: Carpenter shop, \$3,479; shoe shop, \$3,110; tailor shop, \$2,684; printing office, \$2,312; farm and garden, \$4,374. The contract system has been adopted in Indiana and is approved by the superintendent of the school. Usually the shops are in charge of hired mechanics, who combine teaching and labor. The pupils go out from them qualified to fill places in shops and factories. Six former pupils of the American Asylum at Hartford, Conn., who are employed by a clock company, are reported "fully up to the average of our employes" and "generally very quick to apprehend any sign in reference to form or finish of work." Four employed by a firm manufacturing tables and desks "are industrious, quick to learn, and capable workmen." Two young men, weavers, and a girl are in a woolen factory. The young men do work which falls short, not in quality but in quantity slightly; the girl is up to the average in every respect.

NATIONAL DEAF-MUTE COLLEGE.

The education of deaf-mutes is carried to its highest point in this country by the National Deaf-Mute College, at Washington, D. C., which was organized as an advanced department of the Columbia Institution for the instruction of the deaf and dumb children of persons living in the District of Columbia or belonging to the Army or Navy. The college has received generous attention from Congress and has been so provided for and conducted that youth from all sections of the country can pursue collegiate studies under the instruction of able professors at a small expense. The number of graduates exceeds fifty, and several times as many have attended upon a part of the course. Excellent work in many varied departments of labor is being done by many of the former students. The college course now includes one preparatory and four undergraduate years. The studies of the preparatory year are algebra, grammar, English history, and Latin; of freshman year, algebra, geometry, Latin (Sallust and Cicero), Greek (optional), and general history; of sophomore year, trigonometry, surveying, analytical geometry, zoölogy, botany, chemistry, Latin (Virgil), Greek (Iliad, optional), literature; of junior year, calculus, mechanics, physics, astronomy, chemistry (qualitative analysis), physiology and hygiene, French, Greek (Demosthenes, optional), history of civilization, composition, logic; and of senior year, literature, German, geology and mineralogy, mental and moral science, æsthetics, political economy, and international law.

The late President Garfield, a short time before his assassination, paid an eloquent tribute to the work of educating deaf-mutes. It was graduation day at the National Deaf-Mute College, and, as is the custom, the young men who had completed their course had been presented to him by the president of the college. To the address of presentation President Garfield replied:

I understand, sir, that you are "presenting" these young men to the country. Not long ago they were hardly a force or a power to their country. What your institution has done for them has made each of them a great power; and that increased power you to-day give to the country. Therein is the secret and beneficence of education.

It was supposed to be a wise saying that one who could make two blades of grass grow where only one was growing before was a benefactor. The man or institution that can multiply the power of a boy by three, four, five, ten, or, as you are doing, perhaps a hundred, is doing a vastly higher thing than the increase of blades of grass; and this institution, which takes a class of the community that the common law, before it had been warmed by the sweet charities of modern life, did not regard as citizens—for I believe that by the common law a deaf-mute was not considered a responsible person—I say this kind of educational work may almost be said to take these unfortunate people and create them into the full image of high, broad, and responsible citizenship. Therefore you do,

Mr. President, present these young gentlemen to the country in a much wider sense than colleges usually present their graduating class.

I would like to say another thing: That during these many years of public service I have loved to look upon this as a neutral ground, where, from all our political bickerings and differences, we come under the white flag of truce that should be raised over every school-house and college in the land. I am glad to say that, in spite of all the differences of party opinion, we have worked together in trying to make this institution worthy of our capital and our people. I am glad to believe that this progress will be unimpeded by any changes that may happen at the capital and unchanged by any vicissitudes that may happen to the country.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.			Number of pupils admitted since opening.		Libraries.		Property, income, &c.				
						Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama.....	1	2	0	15	38	(a)	(a)	\$50,000	(a)	.....	.....	(a)
Arkansas.....	1	12	5	36	145	.....	.....	15,000	\$11,000	\$0	\$10,783	\$10,739
California.....	1	632	0	30	107	.....	.....	(a)	(a)	.....	\$40,000	(a)
Colorado.....	(c)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	1	15	4	61	217	1,000	100	75,000	22,000	375	\$22,375	11,373
Illinois.....	1	40	.....	145	605	.....	.....	114,713	24,250	\$6,698	30,948	28,209
Indiana.....	1	29	5	127	672	2,100	100	374,614	\$31,129	.....	31,129	30,653
Iowa.....	1	20	9	90	448	1,000	100	300,000	18,222	648	\$18,870	25,563
Kansas.....	1	6	2	52	139	340	40	100,000	11,140	0	11,140	9,640
Kentucky.....	1	24	7	81	429	1,200	100	100,000	19,371	.....	27,902	18,562
Louisiana.....	1	38	6	23	57	250	40	\$3,000	10,000	0	6,600	7,200
Maryland.....	2	21	8	73	290	587	.....	339,400	19,250	4,800	27,971	24,191
Massachusetts.....	1	46	34	128	1,016	5,383	793	246,489	30,000	21,059	77,324	71,938
Michigan.....	1	23	.....	63	72	60	.....	40,000	18,500	.....	15,816	14,848
Minnesota.....	1	11	2	28	57	425	25	30,000	7,000	0	7,000	7,000
Mississippi.....	1	77	12	32	.....	427	40	6,000	8,400	0	\$8,400	8,000
Missouri.....	1	19	3	90	469	1,250	50	250,000	27,000	0	27,000	23,000
Nebraska.....	1	9	.....	22	41	250	50	15,000	7,800	.....	7,800	4,962
New York.....	2	82	3	406	1,787	2,377	131	709,480	77,557	\$47,098	124,655	107,148
North Carolina.....	1	.....	.....	.....	.....	.....	.....	(a)	.....	.....	.....	(a)
Ohio.....	1	52	8	180	1,138	500	.....	500,000	29,681	\$5,132	34,813	32,950
Oregon.....	(i)	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	1	56	115	192	1,116	2,000	300	\$296,280	\$54,375	4,915	73,540	71,246
South Carolina.....	1	2	1	15	45	.....	.....	(a)	(a)	\$534	\$8,334	(a)
Tennessee.....	1	11	3	30	222	1,141	46	110,000	17,000	0	17,224	16,569
Texas.....	1	24	3	84	485	701	20	75,000	18,710	0	18,710	19,910
Virginia.....	1	9	2	32	253	200	20	(a)	(a)	0	\$34,680	(a)
West Virginia.....	1	4	0	50	64	200	50	(a)	(a)	0	\$30,702	(a)
Wisconsin.....	1	25	1	83	299	1,600	2	175,000	18,800	.....	20,245	19,668
Total.....	30	563	133	2,148	10,241	22,991	2,007	3,925,006	481,185	91,259	733,961	563,459

a Reported with statistics for the deaf and dumb (see Table XVIII and summary.)

b For both departments.

c School not yet opened.

d Total of items reported.

e Includes balance on hand from last fiscal year.

f Instructors only.

g Value of furniture.

h Includes income from other sources.

i Temporarily closed.

j Includes personal property, funds, and investments.

k Includes one quarter omitted in a former report.

CCXVI REPORT OF THE COMMISSIONER OF EDUCATION.

Several institutions for the blind have recently lost by death warm friends and supporters. The Tennessee school has been deprived of a favorite trustee, Samuel Watkins, esq., and the Georgia academy of Dr. James Mercer Green, the president of its board of trustees since its organization in 1852. Among the items of brighter interest to the friends of education for the blind may be mentioned a successful series of concerts given by members of the Maryland Institution for the Instruction of the Blind, the raising of some \$37,000 toward providing a generous library for the blind in connection with the Perkins Institution at Boston, the appropriation of \$10,000 by the legislature of Georgia for the establishment of a department for colored persons in its Academy for the Blind, and the authorization by the New York legislature of the appointment of a committee to select a site and report plans for the organization of a "State Home for the Blind."

ESTABLISHMENT OF SCHOOLS FOR THE BLIND.

The annual report for 1881 of the Perkins Institution and Massachusetts School for the Blind gives an interesting account of the early history of schools for the blind. Mr. M. Anagnos, the director, says that the first attempts to educate the blind in America were made at Boston under the influence of Dr. John D. Fisher. At a meeting of those interested in the subject, held in February, 1829, this gentleman gave a detailed account of the processes employed in European schools to communicate knowledge to the blind, described the manufacturing processes by which they obtained a livelihood and exhibited specimens of books for their use. A committee was then appointed, and through its efforts "The New England Asylum for the Blind" was soon after incorporated. Two years later Dr. Samuel G. Howe was engaged as superintendent and sent to Europe to study institutions, to procure teachers, and to obtain the necessary apparatus for the instruction of the blind. Dr. Howe returned the next year and opened a school in his father's house, which soon gained a firm hold upon the public. Col. Thomas H. Perkins gave his mansion house, valued at \$25,000, to the enterprise on condition that \$50,000 be raised otherwise. This was done within a month. Neighboring States, as well as Massachusetts, made appropriations for the education of their blind in the school, and it was installed in a new home under the most propitious circumstances in September, 1833. In 1839 it was removed to better quarters in a more healthful location at South Boston.

Literary, musical, and industrial instruction was provided for in the plan of the school. In 1840 a department for the employment of pupils who had learned to work but had failed to find opportunities was opened. The making, cleansing, and renovating of beds, the manufacture of mats and brooms, and cane seating chairs were the occupations chosen. In 1850, a new workshop having been erected, the adult blind were removed from the main building, which had become crowded, and scattered about the neighborhood, boarding in different families and going to the shop daily like ordinary workmen. They were paid monthly wages, usually sufficient for their support. Some years later it was attempted to give aid to blind women similar to that which had been extended to blind men. A laundry was opened, but it was abandoned after a trial of five years as impracticable.

The establishment of a school in Boston and the influence of its friends hastened the formation of similar establishments in many places in various parts of the country. The New York institution for the blind was incorporated in 1831. It was opened the next spring. Until 1845 its prosperity was not marked, but became so in that year through the appointment of a peculiarly able superintendent, Mr. James F. Chamberlain. Philadelphia was not far behind New York in opening a school for the blind. It was organized with great care by Mr. Julius R. Friedlander, who, in his German home, conceived the idea of founding such a school in Philadelphia, since he had heard high tribute paid to its citizens. After the opening of his school he gave exhibitions of the attainments of his pupils before the legislatures of Pennsylvania, New Jersey, and Delaware, and obtained

from them appropriations for the support of beneficiaries. The exhibition of pupils seems to have had a convincing effect upon legislatures and to have been the successful method of inducing them to establish schools. Dr. Howe took pupils before the Ohio legislature in 1836, and an institution was incorporated the next spring. He made a similar exhibition in Richmond, Va., in January, 1838, and an institution for the instruction of deaf-mutes and blind was incorporated in March. The organization of schools in Kentucky and South Carolina was effected after like efforts on the part of Dr. Howe. At the time of his death in 1876, 27 States had organized schools for the blind and others were sending their blind children to existing institutions, thus furnishing educational privileges to this class of unfortunates.

PRINTING FOR THE BLIND.

The most important recent event in the history of these establishments is the gift of Congress by reason of which they receive an annual allowance of books and apparatus. The value of the grants for 1881 to the various schools varied from \$66.82 to those in Alabama and Oregon to \$1,033.41 to the New York Institution, or about \$4.45 to each pupil attending on the first Monday of January, 1880. The books recommended for publication in 1882 are Irving's Sketch Book; Hawthorne's True Stories; About Old Story Tellers, by Donald G. Mitchell; Goldsmith's Deserted Village and She Stoops to Conquer; Thackeray's English Humorists; chapters from a World of Wonders; Short Sketches from English History; Swiss Family Robinson; Principles of Harmony, by Sir Wm. Gore Ouseley; Our World, a primary geography, by Miss Hall; Perry's Introduction to Political Economy; and Hayden's Mental Philosophy. The work of the American Printing House at Louisville, which received the congressional endowment, has increased so that it requires a building for its separate use. The Kentucky institution, with which it has been connected for more than twenty years, wishes to retain it on the grounds of the institution. The intention to conform to this desire is expressed in the annual report for 1881 of the Printing House, as follows:

"To emphasize the fact that an establishment for printing books for the blind under the control of all those engaged in the work of teaching the blind throughout the United States was first founded and maintained for many years by the beneficent action of the State of Kentucky, and that it was finally endowed by the General Government in order that the great benefits coming from it to the blind of Kentucky might be extended to the blind of all the States in the Union, it has seemed to the trustees of the American Printing House for the Blind desirable to erect a building adequate in every way to their purposes, and to cost not less than \$10,000, in the vicinity of the State School for the Blind."

I have received recently a letter from Dr. William Moon, of Brighton, England, who has become known in this country through his connection with printing for the home use of the blind, announcing his intention of visiting this country. In it he gives an account of the reasons why he undertook the work of preparing an alphabet for the blind, the principles on which it is founded, and the service it has already rendered. The following is an extract from his letter:

"Forty-two years of my life have been devoted to the advancement of education among the blind. The cause of my attention to this object was my own loss of sight. As soon as I became blind, I learned to read by the various systems of embossed type then in use. Upon inquiry I found that few of the adult blind, accustomed to work, could avail themselves of the benefits that several philanthropic and benevolent minds had provided for their use. The Roman letters were too complicated, many of them, in consequence of the numerous lines rendering the characters too intricate for the touch of the adult.

"The stenographic systems were equally difficult, owing to the numerous contractions, and frequently the same contractions stood for several words; so that the reader often had much difficulty in ascertaining which of the words or syllables should be used.

"After much prayer and thought upon the subject, I was led to adopt an alphabet, which, as far as possible, was the Roman letters simplified; but where this could not be done I removed the letter altogether and substituted a more simple character in its stead. When the letters of the alphabet were classified, I found that they consisted of 9 characters only. Books were then printed, and the success of the system was truly marvelous. I have since adapted the alphabet to 195 languages and dialects. The alphabet is doubtless of universal application, since it has answered equally well for all the various languages and dialects to which it has been applied.

"Sixty societies have been formed in Great Britain for sending teachers to the homes of the blind and for establishing free lending libraries for their use. Societies and libraries of this description have been formed in Australia and other countries, and not less than 200,000 volumes of our books are thus annually circulated among the blind poor free of cost, one of the greatest boons possibly the blind poor ever enjoyed. It is to set a scheme of this description on foot in the United States and Canada that I hope to visit America in the spring of next year."

INSTRUCTION OF THE BLIND.

Though the schools for the blind usually afford instruction in studies commonly found in the primary and grammar grades of public schools, the College for the Blind, at Vinton, Iowa, has a "senior department," in which there is a three years' course of advanced studies. The branches pursued during the first year are algebra, rhetoric, physiology, and zoölogy; during the second year, algebra, chemistry, moral philosophy, civil government, and American literature; and during the third year, geology, geometry, logic, mental philosophy, and English literature. The last report of the college gave the number of students in the senior department as 16. The labors of such men as Huber, the Swiss naturalist; Thierry, the French historian; and our own Prescott, performed during the period of their blindness, prove the possibilities of achieving much in science and literature without sight. But it requires teachers of peculiar power and skill to direct those who have always been blind, or who have become so while very young, in gaining a higher education. A recent report says:

"The qualifications of a true instructor of the blind are not as often possessed as many unacquainted with the work assume. Such an instructor must be one who can clearly discern and rightly estimate capacity and tone, who can enter the inner self of the learner, can feel his struggles, and help him to grapple with his difficulties. He must hold a profound reverence for humanity, an unswerving faith in the elevation of the lowliest, must see in blind boys and girls the divine image, though obscured by ignorance, helplessness, and awkwardness, and must be inspired by the firm conviction that they too can be raised to usefulness and can make good their heirship to the grand possibilities of the everlasting."

The quality of the instruction afforded by our institutions for the blind has been frequently commended. The methods of teaching and government which have endured the tests of the ordinary public school have been adopted and modified to suit the peculiar necessities of the blind. Occupations which promise means of support to their pupils have been tried and careful instruction given in those that have met the demand for a suitable and remunerative employment. Departments of music hold a prominent place in leading schools, and pupils who have that talent for music with which the sightless are often endowed are made skilful teachers and tuners.

The peculiarity and success of our schools as a body are stated with clearness and candor by Mr. M. Anagnos, as follows:

"The most valuable distinctive feature of the American institutions is that they constitute an integral part of the educational system of the country. Their existence is planted in the letter and nourished by the liberal spirit of its fundamental laws. They

are the creations of justice and equity, and not the offspring of charity and favor. Thus the right of the blind to participate in all the educational benefits provided for every child in the Commonwealth is acknowledged by the State in its sovereign capacity; and since they cannot be taught in the common schools an express provision is made for their instruction. This policy has acted very favorably upon the blind. It has strengthened their good impulses and fostered in them an upward tendency and noble determination to become useful and independent. It has inspired them with self respect and made them aim at a higher place in the social scale than they would otherwise have sought."

TABLE XX.—Summary of statistics of schools for feeble-minded youth.

Name.	Number of instructors and other employees.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
		Male.	Female.	Total.			
1 Connecticut School for Imbeciles...	25	47	31	78	.....	.....	.....
2 Illinois Asylum for Feeble-Minded Children.	61	218	156	374	404	\$80,000	\$80,000
3 Indiana Asylum for Feeble-Minded Children.	35	50	27	77	.....	\$10,000	12,817
4 Iowa State Asylum for Feeble-Minded Children.	27	98	62	160	10	24,000	24,000
5 Kentucky Institution for the Education and Training of Feeble-Minded Children.	26	71	61	132	53	33,262	32,729
6 Private Institution for the Education of Feeble-Minded Youth, Barre, Mass.	9	46	23	74	140	.....	36,000
7 Hillside School for Backward and Feeble Children, Fayville, Mass.	9	6	2	8	15	.....	.....
8 Massachusetts School for Idiotic and Feeble-Minded Youth.	23	79	51	130	.....	25,395	25,395
9 Minnesota School for Idiots and Imbeciles.	8	25	13	38	1	7,500	.....
10 New York State Idiot Asylum (custodial branch).	14	.....	123	123	0	15,000	13,240
11 Idiot Asylum, Randall's Island.....	2	.....	.....	81	.....	.....	.....
12 New York Asylum for Idiots	54	.....	.....	239	750	55,696	53,305
13 Ohio Institution for the Education of Imbecile Youth.	114	343	213	556	201	92,945	92,945
14 Pennsylvania Training School for Feeble-Minded Children.	78	219	136	355	458	88,500	88,352
Total	490	1,207	913	2,120	2,032	412,298	438,783

a For two years.

b Sex of 370 not reported.

The number of feeble-minded persons is such as to invite general attention to their wants. The insane are hardly more numerous—in some countries less numerous—and their number is more easily ascertained. Insanity is an affliction that falls upon youth and adults. Idiocy is found more often in children, whose infirmity may remain undiscovered for several years or end in an early death caused by the invariably attendant physical weakness. The difficulties of correctly ascertaining the number of feeble-

mind are increased by the reluctance of friends and relatives to admit the truth with regard to those actually deficient and the impossibility of determining whether certain children are or are not feeble-minded. Notwithstanding these obstacles, the census enumerators of 1880 reported 76,895 idiots and 91,997 insane in this country. Of the insane, 40,942 were in hospitals and asylums; of the idiotic, 2,490 only were in institutions for their education and 1,141 in hospitals and asylums for the insane. The expenditures of nearly all the schools are reported, and they amount to about one-half only of the expenditures of the lunatic asylums of New York. Massachusetts expends over twenty dollars for the insane to one for the feeble-minded. Nearly 40,000 idiots are in States which provide no schools for them. This is to be deplored, when it is remembered that a small sum paid for the education of the feeble-minded will enable a large proportion of them to rise from entire dependence to usefulness, if not to self support.

CLASSIFICATION AND INSTRUCTION OF THE FEEBLE-MINDED.

The object of the majority of the schools for the feeble-minded is to educate such of the idiotic class as are capable of improvement. There are many degrees in mental deficiency. The commission of medical examiners of the hospitals for the insane of Minnesota says:

"It is customary to divide these children, defective in brain power, into three grades: idiots, imbeciles, and feeble-minded. Happily the proportion of the profound type of idiocy is small; it is comparatively rare to find a human being absolutely without a spark of intelligence. More frequently they are found to possess the undeveloped germs of intellect and are capable of some improvement. In a large number known as imbeciles the mental faculties have been developed to a limited extent, and somewhat higher in the scale of intellectual endowment we find the most numerous class, known as weak-minded."

The lowest class of idiots are beyond the reach of educational influences. If they are allowed to attend the schools for the feeble-minded they impede the strengthening and training of those that are improvable and bring the schools an unenviable reputation among those who know of them only as a refuge for idiots. The admission of a single individual of that class has been followed by applications from the lowest unfortunates of the surrounding community and an entire absence of applications from the better class. It is necessary for the State to care for even the most hopeless. Pennsylvania has acted upon this principle by appropriating \$60,000 for the erection of two buildings for the shelter and care of two hundred children whose special infirmities, mental and physical, are such as to deprive them of the discipline and training of the school department of its training school. The directors of the Minnesota Experimental School express a desire that it may be merged in a permanent institution "comprising both an educational department for imbeciles and a custodial department for idiots." The trustees of the Indiana Asylum and the superintendent of the Illinois Asylum express similar ideas. The latter, Dr. C. T. Wilbur, says:

"For such as these (the absolutely dependent) a place of custody in which there is a system in management and the proper appliances and conveniences for easily caring for them affords a relief from positive misery and suffering, a degree of comfort, and, at the same time, some improvement in the habits which is not alone of service to the individual and a great relief to the average family of the community, or even those in charge of the county asylum, but is a positive gain to the productive power of the State."

The feeble-minded that are recognized as proper inmates of training schools are divided into classes for educational purposes. In Illinois there are ten divisions. In all, except the highest three, individual instruction only is given. The studies of the advanced classes include reading, writing, spelling, and the elements of arithmetic and geography.

The members of the lower classes are taught to obey plain commands and are given simple object lessons. The exercises which combine intellectual effort and physical activity are being introduced wherever practicable. Larger grounds are desired, that the children may not only be removed from curious observers and given greater liberties, but also be given labor to perform, to the advantage of themselves and the institution. Instruction in farm work is now considered a part of the training which should be given. It engages the powers of the infirm children in open-air work which involves small hazards if mistakes are made. Their industrial and productive capacity is of decided value when applied to agricultural operations. It has been thought that boys trained to farm work have made the greatest improvement during school life and have been the most serviceable in succeeding years. The pursuit of this industry is comparatively free from temptations and degrading influences and affords a pleasing variety of exercise and surroundings. Other kinds of employment are given feeble-minded children. The report for 1880 of the Pennsylvania board of public charities gives the following account of the industrial side of the training school:

The industrial, or manual, department embraces 86 of the inmates. These are variously distributed. There are a farm and garden class of ten boys, a laundry class of ten girls and six boys, fifteen are engaged in domestic services in the kitchens and dormitories, one in the carpenter shop, three in the shoe shop, eight or ten in the mattress or broom shop. By the utilization of the labor of the many who are able to do light work, the expense of their maintenance is much reduced, while the value of manual occupation, in the development of intelligence, is conceded to be paramount to all other influences.

The improvement of pupils in these schools is often rapid. The hindrance to their progress is sometimes such that a skilful person can detect and remove it, leaving an unobstructed path before them. The president of the board of commissioners having charge of the Kentucky Institution for Feeble-Minded Children says that the conduct of the institution has been such as to demonstrate "conclusively that feeble-minded children, by proper training, can not only be improved mentally, but that the boys can be taught useful and profitable trades and the girls can be made good seamstresses, washerwomen, and cooks, thereby making them useful members of society and raising them from positions of degradation, care, and mortification to their friends to be respectable citizens."

CAUSES OF IDIOCY.

The investigations of Dr. I. N. Kerlin into the causes of idiocy, referred to in my last report, are being continued. Dr. George G. Tarbell, of the Massachusetts school, is making similar inquiries. The results of his investigations respecting 120 children are stated as follows:

It appears that about one-half of the parents are Americans and the other half foreign; that in 40 per cent. of the families the parents were of feeble constitution and short lived; that the parents of at least 14 per cent. of the children might themselves be properly classed among the feeble-minded; that one or both parents of 33 per cent. of the children are addicted to drink, and yet that in no case is intemperance admitted by the parents to be a cause of the defective condition of the child; and that, while in no case is their admission that a living parent is defective, in 20 per cent. of the families there is a history of insanity or idiocy or some serious defect in a near relative. In 36 per cent. of the children belonging to the school, fright, grief, or anxiety of the mothers while pregnant is assigned as a cause for the lamentable condition of the child.

The special agent of the census, Rev. Fred. H. Wines, who had charge of the statistics of the defective classes, says: "We cannot begin too soon nor prosecute too vigorously the inquiry into the causes of the prevalence of these evils;" and the superintendent of the Pennsylvania Training School for Feeble-Minded Children thinks that "it would be wise State economy to attach to all appropriations for charitable purposes an enabling clause that institutions disbursing this charity should contribute to the Commonwealth, in as precise form as possible, statistics of the origin of the evils they affect to relieve."

CCXXII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXI.—*Summary of statistics of reform schools.*

States.	No. in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
		Male.	Female.			Sex.		Race.	
						Male.	Female.	White.	Colored.
California.....	1	19	2	190	42	119	65	a185	a4
Colorado.....	1	6	4	46	.....	45	1	.....	.....
Connecticut.....	2	16	30	209	156	307	174	b154	b20
Illinois.....	4	15	44	141	97	343	301	b220	b19
Indiana.....	3	{ (12) }		209	224	356	176	b441	b63
Iowa.....	2	18	15	50	30	205	65	240	30
Kansas.....	1	1	1	49	1	49	.....	31	18
Kentucky.....	1	13	6	62	53	226	41	178	89
Louisiana.....	1	.....	.....	.....	.....	102	.....	43	59
Maine.....	1	9	8	34	41	113	.....	110	3
Maryland.....	4	35	47	346	265	443	258	498	203
Massachusetts.....	14	20	32	530	600	943	104	b008	b15
Michigan.....	3	33	22	1,063	1,010	1,197	37	910	324
Minnesota.....	1	2	4	43	40	109	10	b106	b8
Missouri.....	1	14	7	167	134	187	73	207	52
New Hampshire.....	1	5	7	30	35	100	15	115	0
New Jersey.....	4	21	29	196	227	442	45	b239	b44
New York.....	13	169	167	2,762	2,637	3,958	1,616	b4,864	b135
Ohio.....	6	{ (32) }		597	556	1,245	361	b883	b68
Pennsylvania.....	2	41	30	496	565	623	178	583	223
Rhode Island.....	1	6	8	158	145	168	21	175	14
Vermont.....	1	7	8	20	.....	88	19	101	1
Wisconsin.....	2	39	28	169	194	455	106	553	8
District of Columbia.....	1	.....	.....	.....	.....	138	.....	.....	.....
Total.....	{ 71	{ (44) }		7,577	7,052	11,961	3,665	b11,445	b1,420

a Of those committed during the year.

b This distinction not reported in all cases.

TABLE XXI.—*Summary of statistics of reform schools—Continued.*

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
California	a161	a29	3,121	400	.....	\$44,900	.....
Colorado .....	.....	.....	46	.....	.....	.....	.....
Connecticut.....	b167	b7	3,600	2,900	120	47,013	\$3,500
Illinois.....	b206	b32	2,755	1,678	340	c52,072	d21,851
Indiana.....	b490	b14	2,660	600	115	69,491	8,455
Iowa.....	180	90	945	650	40	32,000	.....
Kansas.....	.....	.....	.....	.....	.....	.....	.....
Kentucky.....	264	3	1,412	600	100	29,063	6,271
Louisiana.....	101	1	.....	.....	.....	.....	.....
Maine.....	.....	.....	1,687	1,600	.....	14,600	5,400
Maryland.....	b523	b14	5,088	1,400	50	94,856	30,754
Massachusetts.....	b491	b112	11,680	6,914	638	143,796	16,652
Michigan.....	b752	b331	5,363	3,275	225	104,216	28,498
Minnesota.....	b100	b9	469	900	30	37,679	.....
Missouri.....	.....	.....	4,478	500	.....	33,888	7,476
New Hampshire.....	b38	b75	1,087	380	100	17,000	5,000
New Jersey.....	b20	b5	1,475	1,060	.....	45,110	14,053
New York.....	b1,398	b490	72,865	8,449	415	844,108	d161,268
Ohio.....	b147	b23	10,567	4,874	415	182,607	7,000
Pennsylvania.....	b761	b31	17,301	30,323	80	110,722	19,457
Rhode Island.....	143	46	3,125	1,300	146	82,943	11,853
Vermont.....	102	0	631	400	50	18,338	4,304
Wisconsin.....	508	53	2,195	975	100	49,786	700
District of Columbia.....	.....	.....	713	.....	.....	37,922	954
Total.....	b6,552	b1,305	153,163	69,178	2,964	2,042,100	353,441

a Of those committed during the year.

b This distinction not reported in all cases.

c In one institution the expenditures for two years and some expenditures for building are included.

d Includes total income of one institution.

The severe criticism of reform schools, the tours of inspection made by committees in behalf of reformatory education, and the opening of several new schools are prominent events of the current year. The criticism has done much to disarrange and impede the schools against which it has been directed; and whatever may be its future results its immediate effects have been injurious. It should be remembered that the treatment of juvenile delinquents is attended with a multitude of difficulties and imposes a task much easier to criticise than to perform. In no case is the critic, any more than the surgeon, warranted in endangering life to remove merely troublesome excrescences.

Among the committees to inspect reform schools and report results was that appointed by the trustees of the Reform School of the District of Columbia, consisting of Hon. Richard Joseph and Hon. T. P. Morgan. They visited six establishments, and found many commendable features embodied in their organization. Among those particularly noticed were efforts to give opportunities for special education in branches for which pupils showed great aptitude; instruction in music and the organization of brass bands; the general practice of using single beds and separating younger from older inmates; and

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the economy of having boys and girls in the same establishment, so that the labor of the girls can be utilized for the general good of the school.

Reform schools have been organized during the year in Colorado, Kansas, and Michigan. The school in Colorado receives youth between the ages of seven and sixteen from the criminal, incorrigible, vagrant, and truant classes, and such as may be indentured by their parents and guardians. The children are separated into families and a system of badges and grades is adopted by which good conduct hastens the time of discharge. The Kansas State Reform School is placed under the control of the board of trustees of State charitable institutions. This body has based the organization and administration of the school upon the principles involved in certain propositions, substantially the following: (1) The distinctive feature of a reform school should be character building; (2) it should receive, educate, and discipline neglected, incorrigible, and offending youth; (3) its discipline should be that of a well ordered family; (4) the family system is economical and greatly expedites reformatory instruction; (5) restraints should be as few as possible; (6) separate institutions should be provided for the sexes; (7) an indenture system should be provided; (8) the age of admission should be from eight to sixteen years; and (9) commitments should be allowed without formal trial and for an indefinite time in case of good behavior.

REFORMATORY SYSTEM OF MICHIGAN.

The opening of a Reform School for Girls at Adrian, Mich., has completed the admirable system of reformatory institutions existing in that State. The general plan for preventing crime by educating and providing homes for children liable to peculiarly severe temptations, and for correcting juvenile offenders, contains many points of interest. A board of commissioners has supervision of charitable, penal, pauper, and reformatory institutions. This board has an agent in each county. His duties are to investigate charges against youth under sixteen years of age and advise with courts and magistrates as to the disposition of the accused, to visit all children indentured in his county and remove those that have been ill treated from the families in which they have been placed, to assist in finding homes for children in State institutions, and to aid and encourage persons discharged from reformatory institutions. The institutions to which the agent may advise that offenders be committed are the reform schools for boys and girls and the State House of Correction and Reformatory.

The Public School for Dependent Children, Coldwater, is under the control of a special board. It has become justly famous for its beneficent purpose, methods, and results. Children of from three to fourteen years of age and in destitute circumstances are received into it, to remain until they can be given suitable homes in private families. During their stay they are kept in families of twenty-five or thirty, each occupying a separate cottage, over which a cultivated woman presides. They are taught, fed, and employed in a large central building. The institutional life of the child is, however, made as short as possible. The board of control is required to use special diligence to find suitable homes for these dependent children, where they will be treated as members of the family, allowed the privileges of the public schools, and taught some useful occupation.

The Reform School for Girls has no history as yet. It promises to do the same excellent work that other institutions of its kind have been accomplishing, and which is presented at some length in subsequent pages. Mrs. S. L. Fuller, president of its board of control, makes the following promises for it:

The girls in our school will sleep in separate bedrooms, which they will be allowed to adorn with their own handiwork; have good beds, good wholesome food served regularly and appetizingly, good teaching in school and in kitchen; they will have good and well fitting clothing, which they will be taught to make themselves; they will be taught industrious and cleanly habits, all of which is elevating. The school will be a *home*, a *family*, where work and games and healthful out-door play and exercise will induce good

temper and good spirits. The women who will train them will not be thinking of something else. To care for these girls will be their business; they will keep their places only as they show themselves adapted to the work. The health of the girls will be especially cared for. Many of them will undoubtedly be diseased. Heredity, bad cooking, poor living, iniquitous practices, will have brought them all the ills that flesh is heir to. But efforts to cure them will be possible, because all the conditions will tend towards eradicating disease. Regular meals, exercise, cleanliness, ventilation, all would help to such a result; sound health alone will be reformation.

The Reform School for Boys is conducted upon the family system principally, and receives the usual classes of vicious and offending boys. They are committed for a specified term, but may be discharged sooner if such a course seems for the best interest of all parties concerned. During their stay they are taught common school branches, but no trades. It is hoped that this defect will be remedied. The State House of Correction is for male offenders between sixteen and twenty-five years of age and also all persons duly convicted of a misdemeanor where the imprisonment shall not be less than ninety days. No person guilty of crimes involving a life penalty is admitted. The inmates are employed in the manufacture of boots and shoes. A day school is maintained. The institution is more penal than reformatory in its character and falls behind the New York Reformatory, which has the same class of inmates, in its attempts to improve condition and character; for the plan of this latter institution includes indeterminate sentences, a system of practical education, and a reward for good behavior in an early discharge.

These Michigan schools are watched closely by a board of corrections and charities, composed of the governor of the State, *ex officio*, and four members, whose term of service is eight years. At least once a year a majority of the board visit the charitable and reformatory institutions of the State and investigate thoroughly the condition of the inmates and the administration of the establishments. A biennial report is made, which includes the acts and investigations of the board and recommendations as to legislation affecting the institutions and persons over whom they exercise supervision.

THE FAMILY SYSTEM.

Testimony favorable to the family system of conducting reform schools is as abundant as in earlier years. This indicates that the plan is founded on correct and practicable ideas. Two quotations will suffice to illustrate the high value placed upon the system by those who have had opportunity to witness its effects side by side with those of the congregate system. The trustees of the State Primary and Reform Schools of Massachusetts make the following statement in their report for the past year:

The trustees have become convinced that the congregate system, so called, under which large numbers are brought together in one building, and this building a prison, is a failure. We would call attention to the fact that, while all the troubles and disturbances and nearly all the escapes have been from the main buildings, the boys living in the family houses, leading in many respects family life and under family discipline, have, with but few exceptions, been commendable in their behavior, have manifested a good spirit, and have not abused the comparative liberty granted them.

The superintendent of the Connecticut State Reform School says:

The improvement made that we regard as of the greatest importance, and the one in which we take a personal pride, is the establishment of a family of boys on the open or cottage plan. Our long experience in a school entirely upon that plan, with a success perhaps unknown to any other reformatory in the land, has caused us to be deeply wedded to that system, knowing, as we do, that it possesses agencies for success far superior to the congregate or big house plan.

NEW JERSEY STATE REFORM SCHOOL.

The New Jersey State Reform School has been organized for about fourteen years. It is located on a large farm, so that its pupils have opportunities for out-door labor and

recreation. The family system was adopted at the opening of the school and has been a distinguishing feature of its history. Each family consists of a father, a mother or teacher, and about fifty boys. The father works with his boys throughout the hours of labor, exercises proper surveillance over them during hours for play, corrects and disciplines them, as occasion requires, and makes a daily report concerning all. The mother has charge of a few boys doing the housework, teaches school three hours a day, is supplied with the common remedies for use in temporary sickness, and also makes a daily report. The families occupy buildings apart from one another and have their own play grounds, play rooms, flower gardens, school rooms, and dormitories. Three families dine in a large hall; the others, in dining rooms of their own. The members of different families mingle somewhat in the different industrial departments, and are gathered in chapel for general entertainments and on Sunday for moral and religious instruction. The principal industries of the school are farming, brick making, and the manufacture of shirts. The income from the farm the past year was \$4,629. The number of acres devoted to the different crops was: wheat, 65; oats, 25; rye, 30; corn, 75; potatoes, 25; roots, 3; and garden, 6. The ploughing, planting, cultivation of crops, the care of stock, the teaming, and the miscellaneous work are done by the boys, with only slight aid from instructors. The profits of brick making have been considerable. Six and three-fourths hours of labor are required daily. Where extra work is done the boys are paid for it; they have earned \$847.98 in this way the past year. Amusements have an important place in the school. Almost all games whose innocence is unquestioned are allowed. Out-door games, like ball and quoits, and in-door games, like dominoes and authors, are alike favored. Each boy is given a plat of ground for vegetables, if he wishes it, and is encouraged in flower gardening. A brass band furnishes music, and much singing is done. Annual excursions have been taken during several years. Escapes are rare and the home life of the institution receives high commendations from many visitors.

INSTITUTIONS FOR THE REFORMATION OF GIRLS.

The reformation of boys has attracted attention and received aid more generally than similar efforts in behalf of girls. Whatever may have been the reason for this, there no longer remains valid ground for argument against the beneficence of institutions for the reformation of girls or any reason for refusing to extend support and encouragement to them. There are now about a dozen establishments of this kind. Most of them are supported by State appropriation and under State control. Some of the earlier schools were maintained by private charity.

The age at which girls are committed varies from 7 to 18 years. The Wisconsin Industrial School for Girls has a children's home into which even the youngest infants are received. A large proportion of the girls committed are 14 years of age. This was true of 30 per cent. of those admitted in 1881 to the Wisconsin school, of 26 per cent. of those admitted to the Connecticut school, and of 25, 20, and 19 per cent., respectively, of those committed to the Indiana, Maryland, and Iowa schools; 32 per cent. of the girls committed to the Indiana Reformatory, however, were 13 years of age, and 34 per cent. of those committed to the Maryland school were 16 years old. The age at which greatest care should be given girls, as far as moral influences are concerned, is shown by these figures.

The grounds of commitment to the various institutions are similar. Those recognized by the Wisconsin Industrial School include, perhaps, the most important. Omitting the provisions relating to admissions to the Children's Home, they are as follows:

(1) Viciously inclined girls under 16. * * (2) The stubborn and unruly, who refuse to obey those who properly have care of them. (3) Truants, vagrants, and beggars. (4) Those found in circumstances of manifest danger of falling into habits of vice and immorality. (5) Those who have committed any offense punishable by fine or imprisonment, or both, other than imprisonment for life.

The condition of the girls committed is of the lowest kind, and the difficulties in the way of educating and elevating them are such as to discourage any but enthusiastic believers in the possibilities of their redemption. Two quotations, the former from Mrs. D. H. Johnson, secretary of the Wisconsin school, the latter from Mrs. H. F. Perry, of the New Jersey school, will indicate the deficiencies of newly received girls and the obstacles in the way of supplying them. Mrs. Johnson says:

Nearly all the older children sent us come from the lowest dregs of society. Their moral sense is blunted by continual contact with vice. They are often untruthful, filthy, and vulgar in their habits, having no definite idea of the rights of propriety and oftentimes with inherited diseases. It takes years of constant training to reform and elevate them.

Mrs. Perry says:

Few can comprehend the mental condition of neglected and demoralized young girls. None but those who have made it a long and careful study can know how hard it is to bring them into orderly and respectable habits and place them on the level of ordinary girls—how hard it is to take into account the inherited defects, the ignorance, the torpor of conscience, the unrest, the weakness and fickleness of will, that characterize so many.

The inmates of reform and industrial schools for girls are detained usually until the expiration of a definite sentence, extending generally through the minority of those committed or else "long enough only to bring them to the sense of their wrong doing and to admit of that preliminary training in cleanliness and the order and system of respectable families which alone can insure their retention in such families." The actual time required to be spent within the school varies from fifteen months to nearly as many years. The average time of detention is three years in Connecticut and about the same in several other schools. An exact system of merits and demerits is not necessarily adopted in determining the rate and amount of improvement. Fitness to enter a family or return home depends on many traits and qualities that can be judged of only by those long familiar with their operation and effects; and even the most mature and experienced fail at times to correctly estimate the temptations a reformed girl may meet and her strength to overcome them. The treatment of girls received into these schools is eminently humane in nearly every instance. Rumors of "suffering for the common necessities of life" and a crowding of sleeping apartments until "much sickness has prevailed" have come from one State only which has undertaken the education and reformation of erring girls. This is a sole exception to the kindness and generosity meted out to them. They are generally given a temporary home in a family composed of 30 or 40 of their associates and watched over by an educated and capable woman. Sometimes they are congregated in a single large building; sometimes they have dormitories outside. The true family system is agreed to be the best suited to elevate and strengthen them. In it, says Mrs. S. L. Fuller, of Michigan, "each cottage is a separate household, in which the inmates are kept as distinct from those of the other cottages as those of one cottage in a town are from another." Whether the family system is adopted or not, an effort is made to make the girls comfortable by pleasant surroundings, agreeable recreations, and the varying of monotony by the celebration of legal and special holidays. The aim of the officers of the New Jersey Industrial School is to make it "such a home that any parent having a wayward daughter may, with confidence, have her committed for reformation with the assurance that her surroundings will be of an elevating character." The girls' department of the Western House of Refuge, Rochester, N. Y., is provided with spacious grounds, rendering pleasant out-door recreation possible in suitable weather, and has large play rooms and interesting games for in-door amusement. The trustees of the Massachusetts reform schools have uttered a caution in their last report against an excess of tenderness and pecuniary outlay for those detained in such establishments. They say:

There is no judicious kindness in accustoming these boys and girls to appliances they will complain of missing in the homes to which they are sent, or of making their labor in the institutions so easy, by what are called "modern conveniences," that they will

look with discontent upon surroundings not supplied with them. The day is past, it is hoped, when Massachusetts shall spend upon expensive structures for her charitable institutions the money which should be saved for the training of her unfortunate children in the ways of morality, cleanly living, and honorable labor.

The educational attainments of those committed are meagre. Their disposition to acquire is more often slight than otherwise, but there are many notable exceptions to this rule. The common school studies alone are attempted, and the highest of these only in rare instances. The school of the Indiana Reformatory has four classes: the lowest studies reading, writing, and arithmetic; the next class adds elementary geography; the third class continues the studies of the second; and the fourth class has for studies history, geography, arithmetic, grammar and physiology. The school sessions occupy ordinarily three or four hours a day, taken more generally from the afternoon. This plan does not hinder intellectual progress and enables the institution to avail itself of the labor of the girls in the kitchen and laundry, in the care of the building, and in other productive occupations. There is not a great variety of employments in which they can be made serviceable and by which they may earn a livelihood after discharge. An effort is made to instruct them thoroughly in household duties. They are likely to become assistants in families and to have homes of their own; consequently this training is of the utmost importance. Other industries are attempted. In the girls' department of the Iowa Reform School, in addition to household duties, "the girls make all their own clothing, knit their own stockings (both cotton and woollen), and during spare moments learn to do needlework, fancy crocheting, and the like." The inmates of the Female House of Refuge, Maryland, make and mend their wearing apparel. The girls in the Massachusetts Industrial School do light out-door work and some are employed in a hosiery shop. These have the opportunity of earning money for themselves if ambitious to do a moderate stint. The superintendent says:

We question the possibility of success in managing and reforming girls without work; and by this I mean work of some kind to employ mind as well as body—the same to be continuous and hard enough to make rest and quiet *very* welcome.

The rule of the Michigan Reform School for Girls is that "there must be thorough systematic teaching of all domestic industries, which industries shall take precedence of trades and be a thorough education in every branch of household work." The work of the inmates of the Connecticut Industrial School is divided among the *homes* to which they are assigned. The one containing the smallest girls is aided by girls from outside. In the others the housework and plain sewing are done wholly by the inmates. Each home, except the one doing the laundry work, sends a number of helpers into the custom sewing department and the box shop. The net earnings of this shop during the year ending December 1, 1880, were \$1,606.52. Mrs. Mary E. Rockwell has expressed forcible and timely thoughts about the kind and amount of industrial training that may properly be undertaken by such an establishment as the Wisconsin Industrial School for Girls, of which she is superintendent. The following is a quotation from her latest report:

Our chief duty is in things of general application and utility. We must assume that every girl that comes to us for training is to become a woman, and probably a house-keeper, whether she becomes a dressmaker or book-keeper or not. Her first and highest need is to have the elements of true womanhood quickened, developed, and energized. She must have character and general intelligence first; afterwards technical preparation for a particular trade or pursuit, if opportunity remain. The elements of all technical knowledge may be taught and very early acquired. Mechanical drawing, practical application of geometry, the principles underlying all mental and physical sciences, the use of common tools in all simple mechanical processes, will be of use whatever the position in life. Technical training, as strictly defined, may never be to any extent possible for us, but we can lay broad and deep foundation stones in principles, habits of observation, industry, and manual dexterity.

The object of the reformatory course is attained when a girl is prepared to enter a private family, do the duties there incumbent on her, and resist the temptations to which she may be exposed by her surroundings. The selection of suitable homes requires the

exercise of a sound judgment, enlightened by inquiry and experience. In few cases, if any, is it considered safe to yield the absolute control of a girl to persons outside the institution until she has become of age or otherwise completely severed her connection with the school. The law of Michigan creating the Reform School for Girls provides for the disposition of those whose behavior indicates a fitness for discharge before the expiration of their sentence, as follows:

It shall be lawful for the board of control, whenever in their discretion they may deem any of the inmates of said institution to have been so far reformed as to justify her discharge, to liberate such inmate, or to bind her by articles of indenture to any suitable person who will engage to educate said girl and to instruct her in household work or in some proper art or trade, or said board may return any such girl to her parents or other guardians when they shall have become bound to said board with sufficient sureties for her good behavior and care, or said board may place any such girl in the care of any resident of this State who is the head of a family and of good moral character, but on such terms as the board may prescribe.

In Massachusetts the State board of health, lunacy, and charity has paid agents who, together with the principal of the State Primary School and unpaid volunteer visitors, are charged with the duty of specially investigating homes and families with regard to their fitness for the custody of children; and when applications are not sufficiently numerous they seek out families who will receive and provide for these children in accordance with their respective wants. There were in the early part of the year 305 girls to be visited.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan and dependent children, infant asylums, and industrial schools.*

States.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART I.—Homes and asylums, &c.										
Alabama.....	5	27	1,298	124	45	79	775	.....	\$7,187	\$6,917
California.....	11	82	6,527	al,020	248	674	884	96	133,566	130,995
Connecticut.....	6	44	2,860	392	226	166	1,600	25	40,646	41,490
Delaware.....	1	6	634	60	36	24	350	.....	4,772	4,756
Georgia.....	8	36	1,232	335	179	156	2,014	77	121,217	114,533
Illinois.....	10	101	7,152	1,108	598	510	1,632	100	112,896	108,167
Indiana.....	13	81	7,250	al,016	508	424	720	50	45,829	59,841
Iowa.....	2	29	1,755	199	95	104	260	110	42,213	41,909
Kansas.....	1	4	1,950	82	50	32	250	25	4,200	4,100
Kentucky.....	10	34	2,718	600	281	319	1,581	161	73,898	63,951
Louisiana.....	8	40	6,704	a493	152	340	630	.....	29,806	42,128
Maine.....	3	14	1,930	477	202	275	200	.....	8,130	7,263
Maryland.....	10	37	4,815	642	306	336	2,454	290	38,601	39,208
Massachusetts.....	17	179	53,973	al,469	777	697	2,732	69	158,965	153,386
Michigan.....	11	97	10,652	a910	601	269	1,850	100	62,644	62,091
Minnesota.....	1	3	400	34	23	11	30	10	2,400	2,400
Mississippi.....	2	18	748	123	50	73	800	300	8,316	8,462
Missouri.....	11	110	4,577	867	471	396	830	37	18,460	28,429
Nevada.....	1	6	297	48	29	19	760	30	.....	17,000
New Hampshire.....	3	13	367	75	32	43	710	20	7,229	6,886
New Jersey.....	8	41	3,692	a495	231	200	2,075	295	41,890	32,218

a Sex not reported in all cases.

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TABLE XXII.—*Summary of statistics of homes and asylums, &c.—Continued.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
New York.....	86	947	159,804	a11,963	5,692	6,046	21,954	2,868	\$1,268,138	\$1,221,792
North Carolina.....	2	14	630	233	112	121	550	.....	15,900	15,550
Ohio.....	33	431	38,217	a3,905	2,308	1,548	9,808	722	351,368	345,668
Oregon.....	1	2	320	23	14	9	92	.....	4,075	2,035
Pennsylvania.....	53	551	31,206	a6,037	3,597	2,126	27,342	1,915	1,435,051	890,926
Rhode Island.....	5	26	3,013	351	181	170	840	70	26,763	29,258
South Carolina.....	3	16	2,169	161	139	22	826	116	27,800	32,037
Tennessee.....	4	12	1,800	207	76	131	200	40	11,083	10,257
Texas.....	1	18	.....	.....	.....	.....	.....	.....	.....	.....
Vermont.....	2	20	1,980	172	102	70	400	.....	12,000	12,000
Virginia.....	6	20	1,112	174	60	114	.....	.....	9,500	6,682
Wisconsin.....	10	36	2,957	a454	94	315	520	47	29,168	26,819
District of Columbia...	4	37	4,715	385	198	187	889	95	22,333	23,333
Indian Territory.....	1	10	438	130	63	67	60	0	22,000	14,386
New Mexico.....	1	18	.....	a55	.....	.....	.....	.....	.....	.....
Total.....	354	3,160	368,892	a34,814	17,766	16,033	86,118	7,688	4,198,044	3,606,873
PART 2.—<i>Infant asylums.</i>										
California.....	1	6	.....	27	15	12	.....	.....	7,352	5,118
Connecticut.....	1	.....	.....	a11	.....	.....	.....	.....	.....	780
Illinois.....	1	30	3,000	56	29	27	.....	.....	9,500	9,500
Kentucky.....	1	13	780	200	.....	200	.....	.....	.....	5,000
Louisiana.....	1	14	.....	a200	.....	.....	.....	.....	.....	.....
Maryland.....	1	24	3,000	95	40	55	.....	.....	10,000	10,000
Massachusetts.....	4	25	1,644	a148	15	17	.....	.....	27,662	23,000
Michigan.....	2	12	2,251	41	26	15	.....	.....	3,800	3,791
New York.....	13	388	43,062	a2,860	1,234	970	.....	.....	495,105	481,083
Pennsylvania.....	4	15	946	a98	28	6	.....	.....	4,277	3,127
Wisconsin.....	1	9	.....	a39	.....	.....	.....	.....	2,966	2,966
District of Columbia...	1	11	1,697	110	50	60	.....	.....	5,000	.....
Total.....	31	547	56,380	a3,885	1,437	1,362	.....	.....	565,662	544,345
PART 3.—<i>Industrial schools.</i>										
Connecticut.....	1	40	.....	108	.....	108	300	.....	18,004	14,347
Illinois.....	3	28	3,600	451	67	384	.....	.....	1,115	4,010
Indiana.....	1	25	560	165	25	140	.....	.....	.....	.....
Kentucky.....	1	16	2,220	79	0	79	.....	.....	0	.....
Louisiana.....	1	2	.....	25	25	0	.....	.....	.....	.....
Maine.....	2	18	1,630	235	.....	235	1,000	175	7,255	4,835
Maryland.....	3	21	2,092	563	411	152	1,632	212	35,495	55,371
Massachusetts.....	4	31	885	777	410	367	.....	.....	23,675	21,264
Michigan.....	1	8	.....	a75	.....	.....	.....	.....	6,000	6,000
Minnesota.....	1	8	3	3	3	.....	500	.....	.....	.....

a Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums*—Continued.

States and Territories.	Number in each State.	Number of officer, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
Mississippi	1	1								
Missouri	2	37	32,511	90		90			\$3,779	\$4,674
New York	19	246	125,315	a19,763	3,742	5,444	7,489	230	444,366	450,140
Ohio	4	14	1,350	221	69	152	100	25	13,003	10,320
Oregon	1			76	48	28				
Pennsylvania	4	3	496	501	230	271			2,352	2,598
Tennessee	1									
Virginia	2	7	124	325	190	135			70,800	71,410
Wisconsin	1	4	242	85		85			6,986	6,936
District of Columbia	1	5	936	81	51	30	300	150	5,682	4,402
Total	54	504	171,964	a23,618	5,271	7,695	11,321	792	641,512	656,907
Total, Part 1	354	3,160	368,892	a34,814	17,766	16,083	86,118	7,688	4,198,044	3,606,875
Total, Part 2	31	547	56,380	a3,885	1,437	1,362			565,662	544,345
Total, Part 3	54	504	171,964	a23,618	5,271	7,695	11,321	792	641,512	656,907
Grand total	439	4,211	597,236	a62,317	24,474	25,090	97,439	8,480	5,405,218	4,807,523

a Sex not reported in all cases.

TABLE XXIII.—EDUCATIONAL BENEFACTIONS.

The following summary, drawn from Table XXIII of the appendix, exhibits the total of donations and legacies by individuals in aid of education, so far as reported to this Office, the classes of institutions benefited by the same, and the uses to which the funds were to be applied. The total amount reported is \$7,440,224, an increase of \$2,190,414 over the same for 1890, and the largest total reported to the Office since 1872. More than one-half the whole amount (\$4,601,069) was bestowed upon the universities and colleges of liberal arts. Schools of theology come next in the order of beneficiaries, receiving \$962,535; the schools represented in Table VI received \$672,240 and those represented in Table VII \$258,439, or a total for the two classes of secondary schools of \$930,679. The claims of science do not seem to be sufficiently regarded by the benefactors of learning. It should, however, be observed that the entire amount devoted to this branch of knowledge is not comprised in the \$177,058 reported for schools of science. The total for universities and colleges includes benefactions to departments of science which cannot be separated from the general statement.

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TABLE XXIII.—*Statistical summary of benefactions for 1881, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Institutions for superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.	Institutions for feeble-minded children.
Alabama.....	\$22,300			\$1,200					\$21,100			
California.....	110,648	\$89,798		2,400			\$3,000		15,450			
Colorado.....	35,839	32,420							3,419			
Conn.....	411,325	402,370		3,000					3,800	\$2,000	\$155	
Florida.....	2,500								2,500			
Georgia.....	248,554	176,779				\$1,900	64,000	\$20	5,855			
Illinois.....	208,997	94,774		93,383	\$175	5,000			550		15,085	
Indiana.....	37,050	35,500				50	1,500					
Iowa.....	102,935	102,450							485			
Kansas.....	21,000	11,000					10,000					
Kentucky.....	263,952	104,048		145,000					14,904			
Louisiana.....	1,300						400		900			
Maine.....	48,626	33,612	\$120	3,864			8,000		3,030			
Maryland.....	47,280	24,390		22,800								
Mass.....	1,154,560	614,477	46,880	10,000		500	194,888	205,000	38,450	44,365		
Michigan.....	86,022	86,022										
Minnesota.....	65,951	49,669							16,282			
Mississippi.....	1,400								1,400			
Missouri.....	403,011	389,248				300			13,463			
Nebraska.....	17,632	13,632							4,000			
Nevada.....	3,500						3,500					
N. Hamp.....	205,799						21,800	149	184,050			
N. Jersey.....	233,502			214,000					19,502			
New York.....	1,442,935	942,822	22,500	368,776		2,000		45,000	40,680	7,379	13,778	
N. Carol'a.....	33,150	12,050							21,100			
Ohio.....	441,728	373,280		29,800	250		25,400		12,998			
Oregon.....	15,492	15,192							300			
Pa.....	770,581	381,100		23,298				2,500	24,550	338,370	263	\$500
R. Island.....	36,500	6,500							30,000			
S. Carolina.....	59,388	9,200		22,068					28,100			
Tennessee.....	173,460	167,448					400	5,000	612			
Texas.....	16,000	3,000							13,000			
Vermont.....	162,250	57,000	2,500				2,000	750	100,000			
Virginia.....	404,218	285,000	105,058	14,000					160			
W. Va.....	10,000								10,000			
Wisconsin.....	82,269	63,288		8,886				20	10,000	125		
Dakota.....	2,000									2,000		
Dist. Col.....	25,000	25,000										
N. Mexico.....	13,700								13,700			
Utah.....	17,900								17,900			
Total.....	7,440,224	4,601,069	177,058	962,535	425	9,750	334,688	258,439	672,240	394,239	29,281	500

TABLE XXIII.—*Statistical summary of benefactions for 1881, by institutions.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.	\$4,601,069	\$2,460,671	\$782,784	\$351,510	\$142,107	\$65,998	\$21,613	\$276,386
Schools of science.....	177,058	84,079	58,684	.....	16,110	5,705	100	12,380
Schools of theology.....	962,535	418,855	166,390	181,388	36,517	49,188	60,383	49,814
Schools of law.....	425	.....	.....	.....	425	.....	.....	.....
Schools of medicine.....	9,750	6,850	2,400	.....	200	.....	.....	300
Institutions for superior instruction of women.	334,688	97,917	174,675	146	14,050	.....	37,900	10,000
Preparatory schools.....	258,439	48,250	5,000	.....	5,040	.....	149	200,000
Institutions for secondary instruction.	672,240	429,837	142,055	10,000	100	37,773	3,565	48,910
Institutions for the deaf and dumb and the blind.	394,239	382,435	2,000	.....	.....	.....	.....	9,804
Training schools for nurses.	29,281	28,626	.....	.....	.....	.....	.....	655
Institutions for feeble-minded children.	500	.....	.....	.....	.....	500	.....	.....
Total.....	7,440,224	3,957,520	1,333,988	1,043,044	214,549	159,164	123,710	608,249

TABLE XXIV.—*Summary of the number of educational publications.*

Number of firms in—		Number of firms in—	
California.....	1	New York.....	73
Connecticut.....	1	Ohio.....	8
Georgia.....	1	Pennsylvania.....	25
Illinois.....	18	Rhode Island.....	1
Indiana.....	2	Vermont.....	1
Kentucky.....	1	Virginia.....	3
Maine.....	2	Wisconsin.....	2
Maryland.....	2	District of Columbia.....	2
Massachusetts.....	26		
Michigan.....	1	Total.....	173
Missouri.....	3		
Number of works on—		Number of works on—	
Archæology, fine arts, and music.....	66	Mathematics.....	45
Ethnography and literature.....	100	Mechanics and physics.....	35
Dictionaries and encyclopædias.....	27	Medicine and surgery.....	115
Education.....	109	Natural history.....	39
General science.....	40	Philosophy and logic.....	18
Geography.....	15	Political and social science.....	20
History.....	89	Theology.....	93
Language.....	83		
Law.....	30	Total.....	924

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TABLE XXV.—*Summary of patents for improvements in school furniture.*

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

From California.....	6	From New York.....	41
Colorado.....	2	Ohio.....	8
Connecticut.....	8	Pennsylvania.....	8
Illinois.....	13	Rhode Island.....	6
Indiana.....	5	Vermont.....	1
Kansas.....	2	Virginia.....	2
Maine.....	3	Wisconsin.....	4
Maryland.....	5	District of Columbia.....	9
Massachusetts.....	13	Idaho.....	1
Missouri.....	6	Foreign.....	7
Nebraska.....	1		
New Jersey.....	13	Total.....	164

Improvements in —		Improvements in —	
Adding machine.....	4	Heating, cooling, and ventilating apparatus.....	2
Air cooling apparatus.....	4	Hinge for school desks, stop.....	1
Air purifying apparatus.....	2	Hinge for school furniture.....	1
Air in buildings, method of and apparatus for cooling.....	1	Ink and fluid, writing.....	1
Alphabet blocks, nested.....	1	Ink well.....	2
Arithmetical frame.....	1	Inkstand.....	3
Arm rest and book leveller, combined.....	1	Inkstand, calendar.....	1
Blotter.....	1	Lead and crayon holder.....	15
Blotting case.....	1	Map and atlas, segmental.....	1
Blotting pad.....	1	Map and chart case.....	1
Book, copy.....	1	Map case.....	1
Book, copying.....	1	Map holder.....	1
Book-cover shield.....	1	Meteorology, apparatus for.....	1
Book, detachably covered.....	1	Mucilage bottle.....	1
Book holder.....	3	Mucilage holder.....	1
Book holder and portfolio, combined.....	1	Multiplication block.....	1
Book protector.....	1	Music book holder.....	1
Bottle, siphon.....	2	Music chart.....	1
Calculator, mechanical.....	1	Music holder.....	1
Calendar, revolving.....	1	Music leaf turner.....	4
Calipers.....	3	Music rack.....	1
Calipers and rule, combined.....	1	Music stand.....	2
Calipers, spring.....	1	Pantograph.....	2
Calisthenic implement.....	1	Pantograph engraving machine.....	2
Copies of writings, apparatus for producing.....	1	Pen.....	1
Cyclometer.....	1	Pen and pencil case.....	2
Desk and seat, school.....	1	Pen and pencil holder.....	1
Desk, school.....	5	Pen, fountain.....	5
Dividers.....	1	Pen, fountain attachment.....	1
Dividing angles, instrument for.....	1	Pen holder.....	7
Ellipseograph.....	1	Pen holder, fountain.....	1
Furniture, school.....	1	Pen rack and letter holder, combined.....	1
Gymnastic apparatus.....	1	Pen, stylographic.....	5
Gymnastic apparatus, portable.....	1	Pen, stylographic fountain.....	6
		Pen, writing.....	1

TABLE XXIV.—*Summary of patents for improvements in school furniture*—Continued.

Improvements in—		Improvements in—	
Pencil	1	School seat and back	1
Pencil case, automatic	1	Slate, double reversible	2
Pencil case, sharpener, and eraser, combined	1	Slate fastener	1
Pencil holder, lead	1	Slate, pencil holding	1
Pencil, lead	3	Slate, school	1
Pencil sharpener	1	Sponge cup	2
Pencil sharpener, slate	1	Sponge holder for slate pencils	2
Pencils and pen holders, finger rest for	1	Teaching chemistry, apparatus for	1
Penman, rest and guide for	1	Teaching frame, object	1
Phonetic notation, art of and mechanism for	1	Tellurian	3
Rule and balance, combined desk	1	Thermo-electric battery	2
Ruler and rotary blotter, combined	1	Ventilating and cooling buildings	1
Ruler, proportional parallel	1	Wrist and hand support for key-board instruments	1
Scholar's companion	1	Total	164

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

AUSTRIA-HUNGARY.—*a. AUSTRIA*, constitutional monarchy: Area, 115,903 square miles; population (December 31, 1890), 22,144,244. Minister of public instruction, Conrad von Eybesfeld.

Educational institutions in Austria are divided into elementary (popular or common) schools, secondary institutions (Gymnasien and Realschulen), superior institutions (universities, higher technical institutions, &c.), and institutions for special education.

Elementary or common schools, divided into general common schools and burgher or city schools, are open to all citizens, without regard to religious belief. The general rule is that at least one burgher or city school must exist in every school district. A common school, however, must be established wherever in the extent of a league there are 40 children of school age who have to go more than two and a half miles to reach school. Most elementary schools, including many burgher or city schools, receive children of both sexes, and are therefore called mixed schools. The teachers and assistant teachers of these common schools must obtain certificates of qualification at the teachers' seminaries. An idea of the scope of instruction in these schools may be gained from the general plan of study prescribed for a burgher school for boys. This plan embraces: (1) Religion. (2) German: accurate reading and comprehension of the subject of study; correct use of the language and practice in composition; such modern literature as is suited to the age of the pupils. (3) Geography and history: important features of physical geography, geography in general and of Austria and Hungary in particular. (4) Natural history: leading features of the three kingdoms of nature and practical applications; the human body and its care. (5) Natural philosophy: elements of physics and chemistry with reference to their practical applications. (6) Arithmetic. (7) Geometry and drawing. (8) Free-hand drawing, plane and perspective, with applications to ornamentation and modelling. (9) Writing. (10) Singing. (11) Gymnastics. In girls' schools female handiwork and domestic economy are taught.

As regards secondary education, the institutions of this branch are divided into Gymnasien, Realgymnasien, and Realschulen. The object of the Gymnasium is to afford a higher general education (using the ancient classical languages and literature for that purpose) and at the same time prepare students for the university. The complete Gymnasium consists of the upper and lower Gymnasium, of four classes (or annual courses) each, but forms an undivided whole under one management. A lower Gymnasium may be regarded as a separate institution, because it not only prepares for the upper classes but also

arranges to a certain extent its course of study so as to fit its pupils for active life. A Realgymnasium is a lower Gymnasium, in all the classes of which drawing is obligatory, as is also a modern language for those students of the two upper classes who are not to enter the upper Gymnasium and are consequently exempted from the study of Greek. A Realgymnasium may also be regarded as a complete institution or it may be combined with an upper Gymnasium, an upper Realschule, or with both.

Realschulen, like Gymnasien, consist of upper and lower schools. The latter fit pupils for immediate entrance into practical life or for admission to special schools, and may be regarded, like the corresponding grade of Gymnasien, as separate institutions. An upper Realschule cannot be so regarded. An idea of the difference in the objects and subject matter of instruction in these two classes of schools will be gained from a comparison of their plans of studies. The obligatory studies in a Gymnasium are: (1) Religion. (2) Latin language. In the lower Gymnasium oral and written exercises in Latin grammar, exercises in translation (Cornelius Nepos, Cæsar, Bell. Gall.). In the upper Gymnasium Roman literature (Livy, Sallust, Cæsar, Bell. Civ., Cicero's orations, Tacitus, Ovid, Virgil, Horace) and Roman history, study of Latin style and elegances of the language. (3) Greek. In the lower Gymnasium, grammar of the Attic dialect; syntax. In the upper Gymnasium, thorough reading of the most important Greek authors (Homer, Xenophon, Herodotus, Sophocles, Plato, Demosthenes), as far as time allows. (4) Thorough study of the language of instruction (i. e., German), including acquisition of style, history of the language, and study of its literature. (5) Study of some other national language. (6) A modern language (in the Realgymnasium), grammar and syntax, and translation into and from the language. (7) History and geography. In the lower Gymnasium, the earth's surface and its natural and political divisions, with special attention to Austria-Hungary; the most important events and persons in history; chronology. In the upper Gymnasium, principal historical events in their practical relations and in their dependence upon natural conditions, with special reference to the history of civilization; historical development of the Greeks and Romans and of Austria-Hungary; principal events of contemporary history. (8) Mathematics. In the lower Gymnasium, arithmetic; geometric forms, their principles and relations; instruction given not by strict demonstration so much as by methodically conducted inspection. In the upper Gymnasium, elements of algebra and geometry as sciences of strict demonstration. (9) Natural history. In the lower Gymnasium, determining by inspection the most characteristic types of the three kingdoms of nature. In the upper Gymnasium, systematic survey of the three kingdoms of nature. (10) Physics. In the lower Gymnasium, the more easily comprehended phenomena and their laws as far as they can be shown by experiment without special application of mathematics and the more easily understood practical applications. In the upper Gymnasium, scientific demonstration of natural laws, as far as elementary mathematics permit, and application to the interpretation of natural phenomena. (11) Philosophical propædæutics; supplementing the empirical knowledge of the external world by empirical conceptions of the mental world. (12) Free hand drawing in the Realgymnasium.

The plan of study for a Realschule is as follows: (1) Religion. (2) Language used in instruction (German). In the lower Realschule correct speaking and reading and grammatical writing; syntax. In the upper Realschule practice in writing correctly and with attention to style; essays upon subjects familiar to the students; study of German literature and biographies of German classical writers. (3) French. In the lower Realschule, grammatical forms and syntax, translation from and into French. In the upper Realschule, grammatical forms and syntax, practice in translating from and into French, exercises in French composition; practice in speaking French; study of leading French authors from the beginning of the seventeenth century. (4) English. In the upper Realschule, correct pronunciation, grammatical forms, and syntax, practice in translating prose into German, and conversely easy German prose into English. (5) Geography and history, substantially the same as in the Gymnasium. (6) Mathematics; principles and

practice of elementary mathematics. (7) Natural history. In the lower Realschule, acquisition of familiarity with the leading forms of the organic and inorganic worlds, derived from observation. In the upper Realschule, systematic survey of the animal and vegetable kingdoms, based upon their anatomical, physiological, and morphological characteristics; forms and characteristics of the more important minerals, and principles of geology. (8) Physics. In the lower Realschule, experimental demonstration of the simpler natural phenomena and their laws, with some reference to their practical application. In the upper Realschule, the principal natural phenomena, demonstrated by experiment and observation, with calculations (elementary mathematics). (9) Chemistry: demonstration of chemical changes by experiment, the conditions of their occurrence, and the laws which govern them; the chemical elements and their combinations, with special reference to their occurrence in nature and their industrial importance. (10) Geometry and geometrical drawing. In the lower Realschule, the principles of geometry in their application to geometrical construction; practice in linear drawing. (11) Elements of descriptive geometry in the upper Realschule; principles of projection and problems; shadows; and drawings of things used in the arts. (12) Free-hand drawing: acquisition of dexterity in comprehending and representing technical objects according to the laws of perspective; application to the drawing of ornaments, with attention to style; drawing the human form and face; training of the sense of beauty. (13) Calligraphy. (14) Gymnastics.

Elementary instruction.—The following statistics are taken from official sources: There were in the school year 1880-'81 15,165 public general common schools and 314 burgher or city schools, making a total of 15,479. There were also 911 private schools, making the whole number of elementary schools 16,390. German was used in 6,797 of the public schools, Bohemian in 3,929, Polish in 1,166, Ruthenian in 1,053, and Italian in 822; in a comparatively small number of schools, various other languages were used, and in some cases two or more languages were spoken. In the previous year, with a total number of schools amounting to 16,492, there were 33,827 rooms. Special means for ventilation were provided for 13,671 of the rooms. In 1880, 5,225 schools had open air gymnasia, 1,007 had gymnasium halls, while instruction in gymnastics was given in 12,260 schools; 6,936 had school gardens and nurseries and female handiwork was taught in 6,940 schools. The school libraries numbered 13,136, with 1,656,563 volumes. In the school year 1880-'81 instruction in gymnastics was given in 11,234 schools; there were 6,690 school gardens and 12,596 school libraries. Female handiwork was taught in 6,647 schools.

The number of regularly appointed male teachers in 1880 was 27,597, of whom 26,654 were lay, 778 secular, and 165 belonged to the regular clergy. Classified in respect to age, the teaching corps contained 1,219 male persons under 20 years of age, 5,424 between 21 and 25, 4,548 from 26 to 30, 8,200 from 31 to 40, 3,754 from 41 to 50, 2,766 between 51 and 60, and 1,686 over 60. In respect to their religious faiths, 24,723 of these teachers were Roman Catholics, 1,397 were "Greek-United," 665 Evangelical, 2 Armenian-Oriental, 246 Greek-Oriental, 560 Jews, and 4 belonged to no religious confession. To the 27,597 male teachers above mentioned should be added 13,325 assistants and teachers of religion, not appointed by the school authorities, making a total of 40,922 male teachers of all grades from directors to assistant teachers. The total for 1880-'81 was 38,694. At the same time the number of regularly appointed female teachers was 6,288, of whom 4,931 were lay and 1,357 were nuns. As to age, 538 were 20 years old and under, 2,005 from 21 to 25, 1,350 from 26 to 30, 1,452 from 31 to 40, 632 between 41 and 50, 245 from 51 to 60, 63 over 60, and 3 not reported. As to religious belief, 6,017 were Roman Catholics, 78 "Greek-United," 59 Evangelicals, 14 Greek-Orientials, 119 Jewesses, and 1 did not belong to any confession. Add to the regularly appointed female teachers 4,993 female assistants and teachers of manual and other labor, and the total female teaching corps amounts to 11,281 individuals, which fell to 9,747 in 1880-'81. The number of children of school age was 1,368,856 boys and 1,355,324 girls, making a total of 2,744,180. Of this number

2,377,624 attended school at the close of the school year, the boys numbering 1,209,040 and the girls 1,168,584. Arranged with reference to the languages spoken by the children, German takes the lead, with 1,045,358 children, Bohemian, Polish, and Ruthenian following in order. The totals for the year 1880-'81 are 2,863,815 children of school age and 2,487,496 attending school. Roman Catholic children numbered 1,146,109 boys and 1,099,817 girls, 2,245,926 in all. Then follow the Evangelical Augsburg Confession, with a total of 35,394; the Helvetian, with 15,196; Greek-Oriental, 8,839; other Christian faiths, 785; Jews, 71,414; and 70 unassigned. The total number of school weeks was 727,791, or 44 weeks to a school; in 1,729 instruction was given in general agriculture; in 2,276 fruit tree culture was taught; silk culture was taught in 449 schools and bee culture in 993. There were 3,953 review schools, with a total attendance of 104,310 pupils and 141,631 weeks' schooling during the year.

In 1880-'81 there were 42 seminaries for male teachers to supply the teaching force of the elementary schools, with 7,627 students and 590 instructors, and 23 for females, with 3,405 students and 349 instructors.

Secondary instruction.—The number of complete Gymnasien in 1880 was 101; of lower Gymnasien, 20; of Realgymnasien, 39; of complete Realschulen, 61; and of lower Realschulen, 21. There were 42 institutions for training male teachers of secondary schools, and 26 for females. The total number of teachers for these institutions of secondary instruction was 5,361, classified as follows: For complete Gymnasien, 2,177; for lower Gymnasien, 178; for Realgymnasien, 661; for complete Realschulen, 1,218; for lower Realschulen, 204; for male teachers' seminaries, 593; and for female teachers' seminaries, 330. There were at the same time 36,122 students in the complete Gymnasien, 2,256 in the lower Gymnasien, 9,590 in the Realgymnasien, 15,787 in the complete Realschulen, 2,180 in the lower Realschulen, and 8,397 in the male and 3,600 in the female teachers' seminaries, making a total of 77,932 students.

Superior instruction.—The total number of institutions for superior education was 68, consisting of 7 universities, 6 institutions for superior technical education, 1 agricultural academy, 2 mining academies, 6 mercantile academies, 2 art academies, and 44 theological seminaries. These institutions had 1,653 instructors, of whom 870 were university professors and assistants, 330 were instructors in the technical institutions, 35 in the agricultural academy, 27 in the mining academies, 96 in the mercantile academy, 36 in the art academy, and 259 in the theological seminaries. The students amounted to 15,527, of which total the universities had 9,010, the technical institutions 2,992, the agricultural academy 472, the mining academies 169, the mercantile academies 1,226, the art academies 396, and the theological seminaries 1,262.

Special instruction.—Of public and private institutions for special instruction there were 1,200, of which 52 were mercantile schools, 295 were technical industrial schools, 160 singing and music schools, 64 schools of agriculture and forestry and their branches, 6 were mining schools, 4 veterinary schools, 14 schools of midwifery, 5 naval schools, 261 schools for instruction in female work, and 339 unspecified. In these institutions for special instruction there were 5,342 teachers and 75,851 students. The number of superior, secondary, and special institutions was therefore 1,578, which, added to the 16,492 elementary schools, makes 18,070 as the total number of educational institutions in Austria. The number of teachers in the superior, secondary, and special schools was 12,356, and there were 52,203 in the elementary schools, making a total teaching force of 64,559 individuals. The number of students in the superior, special, and secondary institutions was 169,310.

b. HUNGARY, constitutional monarchy: Area, 125,039 square miles; population, 13,728,622. Minister of public instruction, Dr. A. von Trefort.

The system of public instruction in Hungary is divided into common schools, comprising elementary, higher common, and burgher schools, and teachers' seminaries; secondary schools, comprising Gymnasien, Realschulen, higher girls' schools, and middle school

teachers' seminaries; superior institutions, including theological seminaries, universities, law academies, and polytechnic schools; and institutions for special instruction, viz, the central model or normal drawing schools, the national music academy, lower and higher industrial and commercial schools, the national dramatic school, and school of midwifery. To this class belong also institutions for the deaf and dumb and blind, and institutes of art and culture, such as the national museum, picture gallery, museum of industrial art, schools of painting, and the new technological museum. The ministry of education and religion has general supervision over all these institutions, but the kind and degree of this supervision vary considerably. According to the letter of the law the whole system of public education in Hungary is centralized under the control of the ministry, but as a matter of fact the power of the minister of public instruction is limited in many ways.

All the educational institutions of the country are divided, as far as their management is concerned, into those which are purely governmental, into communal, Catholic, schools of self governing religious denominations, and private institutions. The governmental, Catholic, communal, and private institutes are more or less immediately under the supervision and administration of the government or minister of public instruction, whose assistants for such purposes are the superior directors of studies (for secondary instruction), the common school inspectors, and the directors and principal teachers. But the government divides this supervision and management in the case of district schools to a great extent with the corresponding school supporting political communes, and in private institutions it exercises the right of immediate control and inspection only. In institutions of self governing religious denominations the right of government supervision is limited in many ways. It is more extended with the common schools of these denominations than with their higher institutions. Indeed, the latter are neither subject to inspection by government officers nor is the government represented in their examinations, and yet they substantially enjoy equal rights with institutions of the same character which are directed and supported by the government. Accordingly, besides the government and communal school management, there are also denominational school administrations in Hungary, the two Greek-Oriental and the three Protestant churches enjoying an entirely independent school management. Among Catholics, especially in the Gymnasien and the law academies, the ministry has full influence as the representative of the apostolic king and protector of the Catholic Church. The government and the independent denominations also have independent charge of the training, appointment and removal, and pay of the teachers (except in the matter of pensions), and of the selection of text books and other material used in teaching. Since the year 1879 the Hungarian language is recognized by law as the national language, and instruction in that tongue is obligatory in all public common schools without exception, and after July 30, 1882, no person can be accepted as a teacher who is not sufficiently acquainted with spoken and written Hungarian to be able to teach in that language. Those who already hold positions as teachers are required to learn sufficient Hungarian in the time specified to use it in their instruction.

Elementary schools.—Ministerial decrees of special interest in 1880 are one insisting upon sanitary precautions in keeping the school buildings, rooms, and outhouses clean and in regulating the conduct of the pupils to the same effect, and another with reference to giving the pupils of the common schools, in districts where the mulberry tree flourishes, practical instruction in silk culture. The appropriation for common schools in the budget of 1880 was 1,666,315 florins, or \$676,523. The number of independent political districts in 1880 was 12,814, of which 274, or 2.14 per cent., were without schools. The number of common schools at the same time was 15,824, divided as follows:

Government common schools	266
District common schools	1, 669
Private common schools (Privat-Volksschulen)	167

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Denominational or confessional common schools:

Roman Catholic.....	5, 411
Greek Catholic.....	2, 220
Greek-Oriental.....	1, 809
Geneva Evangelical.....	2, 322
Augsburg Evangelical.....	1, 443
Unitarian.....	68
Israelite.....	449
	<hr/> 13, 722
	15, 824

Regarded with reference to the grades of instruction, the Hungarian common school system comprised in 1880—

Elementary schools.....	15, 652
Higher common schools.....	71
Burgher or city schools.....	101
	<hr/> 15, 824

Owing to the polyglot nature of the population, instruction was given in different languages; thus Hungarian was used in 7,342 schools; German, in 867; Romanian, in 2,756; Slovakian, in 1,716; Servian, in 245; Croatian, in 68; Ruthenian, in 393; two languages in 2,335; and three languages in 102.

In the school year 1879-'80 the total number of schools, divided as to sex, consisted of 823 boys' schools, 975 girls' schools, and 14,026 mixed schools.

The total population of Hungary in 1880 was 13,728,622, and the number of children of school age (6-15 years) 2,097,490, or 15.28 per cent. of the population; 1,619,692 of these children, or 77.22 per cent., attended school; 1,433,167 scholars of the 1,619,692 were provided with school books and 186,525 were without them. There were 21,664 teachers of common schools, or 1.36 teachers to a school. Of the children attending school, 1,251,957 attended elementary (including private) schools and 367,735 attended the higher common and burgher schools, the review, and middle schools. The school year is divided into a winter and summer course, the first extending from September or October to Easter and the latter from Easter to the end of June. The number of school buildings was 15,824 (including 1,474 rented buildings), containing 21,838 rooms where instruction was given, or 1.38 rooms to a building. This shows that the majority of the buildings have only one room, in which both sexes are taught. The average number of scholars in a room was 74.16. The support of the common schools is derived (1) from the school tax, which is 5 per cent. of the direct government tax; (2) from the income of the school property and school funds; (3) from the school money and the government appropriation; and (4) from regular subscriptions from the political and denominational districts and foundations and other indeterminate sources of revenue. From these sources the total income was as follows:

	Florins.
From the government.....	689, 370
From the districts.....	3, 583, 114
From the church.....	2, 543, 696
From special contributions.....	714, 064
From school property.....	1, 134, 576
From tuition.....	1, 392, 327
Total.....	<hr/> 10, 057, 149

The amount paid by parents in 1880 for each child sent to the schools was 87 kreutzers (35 cents); the average yearly outlay for the education of each child taken from the

school income was 6 florins 40 kreutzers, or \$2.59. The average pay of regular teachers was 389.14 florins (\$157.99), and of assistants, 229.65 florins (\$93.24). The regular teachers are also provided by law with a house and garden, and the assistants with lodgings.

The higher common schools are designed to finish the education begun in the elementary schools by an additional four years' course of study intended to fit the pupils for practical life as farmers, tradesmen, artisans, &c. There were 71 such schools in Hungary in the school year 1879-'80, with a total of 322 teachers and assistants and 3,541 scholars. The average pay of a teacher of these schools was 508 florins (\$206.25) and the average cost per scholar 64 florins 36 kreutzers (\$26). These schools are not in such a flourishing condition as the elementary schools, owing to a want of proper appreciation of their objects and efforts on the part of the public. The same is true to some extent of the other kind of higher common schools—the burgher or city schools—the object of which is much the same as that of the higher common schools. Graduates from these schools who desire to pursue scientific or special studies can attend the suitable institutions. Graduates of these schools are also admitted to the lower grades of the public service, such as the railroad, postal and telegraph, customs service, &c. There were in 1880 101 such schools, with 622 teachers and 8,450 pupils. The average salary of the teachers was 805 florins 44 kreutzers (\$327) and the average cost per scholar was 65 florins 82 kreutzers (\$27), or about the same as the cost in the higher common schools.

In 1880 there were 53 teachers' seminaries for males and 18 for females, with 617 teachers and 4,333 pupils, of whom 3,050 were males and 1,283 females. There were 78 institutions for the care and education of young children (*Kindergärten*, &c.), in the school year 1879-'80, which were attended by 29,782 children in charge of 419 teachers or guardians. The average expense of these institutions was 764 florins 95 kreutzers (\$310) each.

The national pension institution for teachers of common schools was established in 1875, and after six years of its existence was in a very satisfactory condition. At the end of 1880 there was a membership of 11,175 male and female teachers.

Secondary instruction.—*Gymnasien*: The complete Hungarian *Gymnasium*—the upper *Gymnasium*—has a course of eight years, and the incomplete *Gymnasium* has a three, four, five, or six years' course. In 1881 there were 83 *Gymnasien* of the first and 68 of the second class, making 151 in all. They are classified as follows, according to the sources of their support:

Government	7
Royal Catholic	14
Municipal	9
Foundation	1
Roman Catholic	49
Greek Catholic	3
Armenian Catholic	2
Evangelical (Augsburg)	25
Evangelical (Helvetican)	30
United Protestant	1
Unitarian	3
Greek-Oriental	3
Interconfessional	1
Private	3

151

The ministry of public instruction has the direction of 89 of these *Gymnasien*, the remaining 62 being under the control of independent denominations. In the school year 1880-'81 there were 1,023 classes, with 1,910 professors and 35,233 students, or 34 stu-

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dents to a class and 18 to each professor. With reference to the denominations, the students of the Gymnasien in 1880-'81 were as follows:

Roman Catholic.....	15,280
Greek.....	1,774
Greek Oriental.....	1,681
Evangelical (Augsburg).....	3,699
Evangelical (Helvetian).....	5,804
Unitarian.....	289
Israelites.....	6,545
	<hr/> 35,072

Besides the regular studies of the gymnasial programmes, 50.9 per cent. of all the Gymnasium students took an extra study. Of the graduates from Gymnasien in 1880-'81 27.8 per cent. selected theology as a profession, 26.7 selected law, 14.4 medicine, 7.8 philosophy, 2.2 were to devote themselves to technological pursuits, and 21.1 others were to become agriculturists, mining officials, diplomats, army officers, &c.

Realschulen.—In the school year 1880-'81 there were in Hungary 26 Realschulen, classified as follows:

Supported by the government.....	17
Aided by the government.....	3
Communal Realschulen.....	4
Confessional Realschulen.....	1
Private Realschulen.....	1

These schools were attended by 5,427 students, divided into 204 classes, with 463 professors, making 26 students to a class and 12 to each professor. The students were divided according to their religious beliefs into—

Roman Catholics.....	2,279
Greek Catholics.....	32
Greek-Oriental.....	172
Evangelical (Augsburg).....	487
Evangelical (Helvetian).....	262
Unitarian.....	18
Israelites.....	1,934
	<hr/>
Total ¹	5,184

The large proportion of Jewish pupils in the Realschulen and Gymnasien is worthy of note. While the Jews form only 4.55 per cent. of the population of Hungary, their children form 20.9 per cent. of the attendance at the institutions of secondary instruction of the country. Extra studies, such as Latin, English, a language of the country other than Hungarian, chemical analysis, exercises in natural history, modelling, music, stenography, and calligraphy were taken by 63.2 per cent. of the Realschule pupils. Of the graduates of these schools, some continued their studies at the university (in pharmacy), at the polytechnicum (in engineering, machinery, and architecture); some devoted themselves to forestry and mining, agriculture, government service (postal and railroad service); others entered the army; and the rest went into business or entered upon some industrial career.

There are four public high schools for girls in Hungary. The age of the pupils is from 12 to 16 or 18 years, according to the number of courses in the school. The number of classes in 1880-'81 was 16, of professors 48, and of pupils 506. The largest of these schools was opened at Buda-Pesth in 1875, and in 1880-'81 numbered 341 pupils and 17

¹ This total differs from the former because some directors reported the number of pupils at the end of the year instead of the beginning.

teachers. Of the total 341 pupils, 95 were Roman Catholics, 2 Greek-Oriental, 29 Evangelical (Augsburg), 12 Evangelical (Helvetian), 2 Unitarians, and 201 Jewesses.

There are two seminaries for the preparation of teachers of institutions of secondary instruction, in which the students, besides receiving a general pedagogical training, are taught classical philology, modern philology, geography and history, mathematics and physics, and natural history.

Superior instruction.—There are 43 theological seminaries in Hungary, divided as follows: Roman Catholic, 20; Greek Catholic, 4; Greek-Oriental, 4; Evangelical (Augsburg Confession), 8; Evangelical (Helvetian), 5; Unitarian, 1; and Jewish, 1. These seminaries in 1880-'81 had 154 classes, 261 professors, and 1,794 students. The number of students has been on the increase for the last few years.

There are also 13 law academies with a four years' course, which had in 1880-'81 137 professors and 855 students. The attendance at these academies has diminished recently.

Hungary possesses two universities, one at Buda-Pesth and one at Klausenburg. The establishment of a third was proposed by the minister of public instruction in 1880, but the proposition reached no further than a general discussion.

The university at Buda-Pesth was reorganized in 1780 by the Empress Maria Theresa. This university numbered in 1880-'81 64 regular, 6 extraordinary, 10 honorary, and 9 supplementary (supplirende) professors, 76 Privatdocenten, and 12 teachers and assistants. There were during this year 2,879 students, of whom 2,503 were regularly matriculated, 195 were extraordinary, and 181 were pharmacists. As to their religious beliefs 46.1 per cent. were Roman Catholics, 2.7 per cent. were Greek Catholics, 2.9 per cent. Greek-Oriental, 10.5 per cent. Evangelical (Augsburg Confession), 11.7 per cent. Evangelical (Helvetian Confession), 0.3 per cent. Unitarians, and 25.2 per cent. were Jews. The percentage of persons of these faiths in the total population of the country, according to the census of 1880 was: Roman Catholic, 47.2; Greek-Catholic, 10.8; Greek-Oriental, 14.1; Evangelical (Augsburg Confession), 8.2; Evangelical (Helvetian Confession), 14.7; Unitarians, 0.4; and Jews, 4.6.

Besides the two universities the Joseph Polytechnicum, with a teaching corps of 57 persons, gave instruction to 491 students in the scholastic year 1880-'81. The institution has three sections, a general and chemical section, the section of engineering and architecture, and the section of mechanical engineering.

Industrial and special schools.—There are 152 schools in Hungary where some branch of in-door work is taught. In girls' schools instruction of this nature is given in female handiwork in general, and particularly in making clothes, machine sewing, straw work, and hat making. Boys are taught straw and reed work, hat and basket making, buhl saw work, and bast work.

A school for secondary industrial instruction was established in Buda-Pesth in the autumn of 1879. The object of this school is to educate builders and machinists and their assistants, and heads of small factories and workshops. The principal part of the instruction is devoted to giving a theoretical knowledge of the various industrial pursuits which form the subjects of study; that is, to studying the nature of the raw material used in a given industry, then the methods of working it, and the construction and use of the machines and tools used in its fabrication, and finally the character, composition, and use of the finished article. Practical instruction is limited to exercises in acquiring manual dexterity. The course is three years, and the pupils must be 14 to 15 years old on entering. The first year's programme includes Hungarian, arithmetic, algebra and geometry, physics, chemistry and mineralogy, free hand drawing and modelling, geometrical drawing and geognosy. German and English are extra studies. In spare hours, physical and chemical experiments are made, and pupils familiarize themselves with the tools in the workshop of the institute. In the second and third years, besides the above studies, the course includes such special studies as architecture (architectural drawing, perspective), machinery (technical mechanics, drawing of details of construction of machines), iron working (exercises in the work shop), industrial (inorganic and organic

chemistry with laboratory exercises), wood working, Hungarian metallurgy (with special reference to steel manufacture, production of cast iron and steel articles), textile industry (raw materials and their preparation), chemical technology. This school had 52 pupils in the year 1880-'81. There is in Kaschau a school for instruction in machine industry, with a three years' course somewhat similar to that of the Buda-Pesth school, having an attendance of 45 pupils. Hungary possesses 45 mercantile schools and one mercantile academy, with a teaching force of 215 persons (in 1880-'81) and 3,053 pupils. Drawing, painting, and sculpture are taught in the national model drawing school, and the industrial art school, which was opened at Buda-Pesth in November, 1880, gives instruction in elementary and descriptive geometry, ornamental and technical drawing, modelling, architectural and industrial art styles, and perspective. There are also a national music academy and a theatre school, which had an attendance of 103 and 62 pupils, respectively, in the school year 1880-'81, and 5 schools of midwifery, which granted 213 diplomas in 1880-'81.

Charitable instruction.—The Royal National Institute for the Deaf and Dumb, at Waitzen, had 61 male and 37 female pupils in the school year 1880-'81. Special stress is laid upon teaching the female pupils manual labor pertaining to the household. The stronger girls learn machine sewing and knitting, and practise straw and reed plaiting, and the most dexterous are also taught ornamental work. The National Jewish Deaf and Dumb Institute was established in Buda-Pesth four years ago, and was intended to have a six years' course and receive 200 pupils. There were 54 pupils in 1880-'81. The General Deaf and Dumb Institute in Vienna also receives pupils from Hungary supported from the Hungarian Jewish school fund. The National Institution for the Blind in Buda-Pesth had 83 pupils in 1880-'81. In this institution special attention is paid to instruction in music as affording a means for future support to the pupils. The girls are also taught female handiwork, &c.

Hungary possesses a national museum, consisting of the Széchenyi national library collections of antiquities, coins, casts, and archæological specimens, a zoölogical section, a mineralogical and palæontological section, an ethnographical section, a picture gallery, and a botanical section.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population (December 31, 1880), 5,519,844. Minister of public instruction, P. van Humbéecq.

In 1880 there were in Belgium 6 normal schools for male teachers of primary schools, with 771 students; 6 normal departments connected with secondary schools, with 610 students; and 1 adopted normal school, with 76 students. For female teachers of primary schools there were 6 normal schools, with 795 students, and 4 adopted normal schools, with 563 pupils. The total number of teachers of primary schools, lay and clerical, in 1878 was 11,808, divided as follows: In communal schools, 8,202; in private schools submitted to inspection, 1,215; private teachers, entirely independent, 2,391. The number of primary schools at the same time was 5,729, or 2.22 to each commune and 1.04 to 1,000 inhabitants. The scholars numbered 687,749, or 12.5 per cent. of the population. There were also 1,129 *salles d'asile* in that year, attended by 124,031 infants. The number of adult schools was 2,747, with an attendance of 228,563 persons, or 41.4 per thousand of population. The ordinary expenses of the primary schools amounted to 14,981,349.28 francs in 1878. In 1880 out of 49,054 persons who were drawn for service in the militia 8,478 could neither read nor write, 2,022 could read, 22,029 could read and write, and the remainder of whom record was made possessed a higher degree of education. In 1878 there were also 100 primary schools under the jurisdiction of the department of justice (hospital and prison schools, &c.), with 7,151 scholars.

In the school year 1880-'81 there were 47 students in the normal schools for secondary instruction of the lower grade at Nivelles and Bruges, and 38 at the schools of higher grade at Liège and Ghent. At the close of 1880 there were 234 secondary schools of all kinds in the kingdom, with a total of 18,619 students.

At the universities supported by the state, viz, Ghent and Liège, there were in the year 1880-'81 656 and 1,161 students, respectively, and at the universities of Brussels and Louvain, 1,239 and 1,512 students, respectively.

There were four veterinary, agricultural, and horticultural schools supported by the state in 1881, with an attendance of 222 students; in 1880 169 diplomas and certificates of efficiency were granted from these schools.

During the school year 1879-'80 there were 32 technical industrial schools, with 9,208 students. To these should be added the School of Industry and Mining at Mons, with 85 students, and the Superior Commercial Institute at Antwerp, with 137 students, making a total of 9,430 students. The total expenses of these schools amounted to 618,545.24 francs. There were in 1880 58 apprentice workshops, with 1,457 pupils, of whom only 92 were entirely illiterate.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population (February, 1880), 1,969,089; capital, Copenhagen; population, 234,850. Minister of public instruction, A. C. P. Linde.

The secondary schools of Denmark have a six years' course. The Gymnasien have one department for languages and history and one for mathematics and natural sciences. Instruction in the four lower classes is the same, except that students of the Realschule department do not study Greek and the Gymnasium students do not learn geometrical drawing and natural science. The school attendance lasts from the twelfth to the eighteenth year. Besides the Gymnasien there are Realschulen, with a four years' course, and these schools are often combined with the four lower classes of the Gymnasium. In the Gymnasien French is obligatory and lasts through the six years. German is obligatory through the first four years only, after which it is interchangeable with English. In the Realschulen three modern languages are obligatory.

The appropriation for worship and education for the year 1880-'81 was 978,372 crowns (\$262,204).

No statistics have been received from Denmark later than those published in the Report for 1879.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,028,021; capital, Helsingfors; population, 43,142.

For latest educational statistics, see the Report of the Commissioner of Education for 1880.

FRANCE, republic: Area, 204,177 square miles; population (December 18, 1881), 37,672,048; capital Paris; population, 2,269,023. Minister of public instruction, Jules Ferry.

Primary instruction.—On June 16, 1881, a law was passed making instruction absolutely free in the public primary schools. The law declares that tuition fees shall be abolished in the public primary schools and that the fees for board in the normal schools shall also be abolished. Provision was made for meeting the additional expense consequent upon gratuitous primary instruction by making certain special taxes in the communes and departments obligatory. The law includes among public primary schools the communal schools for girls which have been or shall be established in communes of more than four hundred persons, salles d'asile (or maternal schools), and the classes intermediate between the salles d'asile and primary schools, called infant classes, comprising children of both sexes in charge of female teachers who have certificates of qualification for the direction of salles d'asile. The law also provides that no person may occupy the position of teacher in primary schools without possessing a certificate of qualification for primary instruction. In 1880-'81 there were 74,441 primary schools of all kinds, public and private, of which 26,304 were for boys, 30,409 for girls, and 17,728 for both sexes together. The public schools numbered 61,527, of which 49,621 were lay and 11,906 were in charge of teachers belonging to a religious order (congréganistes). There were 122,760 teachers for primary schools, divided as follows: In the public schools, 44,165 male and 18,635 female secular teachers and 4,923 male and 17,728 female teach-

ers belonging to religious bodies. In the private schools there were 2,303 male secular teachers and 5,019 belonging to religious bodies and 8,276 female secular teachers and 21,711 belonging to religious bodies. The number of children attending the primary schools was 5,049,363, of whom 4,079,963 attended the public and 969,395 the private schools. The number attending the public schools is made up of 2,314,751 boys and 1,765,217 girls, while 253,588 boys and 715,807 girls attended the private schools. Classifying the pupils of the primary schools as to the secular or religious profession of the teachers it appears that 2,026,681 boys and 1,007,271 girls attended the public schools with secular teachers, 288,070 boys and 757,946 girls attended the public schools with teachers belonging to religious bodies, while 71,248 boys and 171,782 girls attended the private secular schools and 182,340 boys and 544,025 girls attended the schools of the other character. As illustrating the condition of affairs the new law had to deal with, the statistics show that in the public schools 1,383,534 children were paying pupils, while 2,691,434 received their education free. At the same time there were 68,321 teachers with certificates and 17,130 without. Of the latter, 15,387, or nearly 90 per cent., were teachers belonging to some religious order and 12,882 of them were females. In the private schools the proportion was more nearly even, 18,879 having certificates and 18,430 being without. The number of *salles d'asile* was 4,870, with 7,451 teachers and 621,177 children.

Five hundred and five thousand four hundred and thirty-four men and 108,043 women attended the courses for adults. These courses cost 2,298,233 francs, 699,432 francs of which were paid by the state. Of the men attending these courses, 33,845 could not read or write on entering and 31,559 could read and not write. Of the women, 8,768 could neither read nor write and 10,029 could read but not write.

There were 25,913 school libraries, with 4,206,173 volumes of all kinds, and 2,348 pedagogical libraries, with 500,855 volumes. The number of school savings banks had increased to 16,494, the number of bank books to 349,219, and the money deposited to 7,982,811 francs. There were 32,438 members of teachers' mutual aid societies, and the assets of the societies amounted to 3,000,908 francs 90 centimes.

Secondary instruction.—The law of December 21, 1880, provided for the establishment of institutions for the secondary education of girls to be founded by the state, with the concurrence of the departments and communes. These institutions, it was provided, should be day schools, although boarding schools could be annexed to them at the request of the municipal councils, with the consent of the government. They were to be subject to the same regulations as the communal colleges. The course of instruction was to comprise morals, the French language, reading aloud, and at least one modern language, ancient and modern literature, geography and cosmography, French history, and a review of general history, arithmetic, the elements of geometry, of chemistry and physics, and of natural history, hygiene, domestic economy, needlework, elements of law, drawing, music, gymnastics. Religious instruction was to be given, at the request of parents, by ministers of different denominations, in the school buildings out of school hours. These teachers were not allowed to reside in the school buildings. They were to be appointed by the minister of public instruction. Each school was to be in charge of a directress. Entrance and graduation examinations, with diplomas, were to be instituted for the pupils of these schools.

The author of this law was M. Camille Sée. A ministerial decree of July 23, 1881, made provision for the erection of schools in accordance with the spirit of this law and prepared for the subsequent detailed organization of their government, programmes, &c. A law promulgated July 26, 1881, provided for the establishment of a normal school to furnish female professors for the secondary schools.

GERMANY, constitutional empire: Area, 208,000 square miles; population (December 1, 1880), 43,234,061, divided among the following 26 states constituting the German Empire: Prussia, kingdom, 9,111; Bavaria, kingdom, 5,284,778; Württemberg, kingdom, 1,971,118; Saxony, kingdom, 905; Baden, grand duchy, 1,570,254; Mecklenburg-Schwerin, grand duchy 577,055; Hesse-

Darmstadt, 236,340; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Saxe-Meiningen, duchy, 247,073; Anhalt, duchy, 232,592; Saxe-Coburg, duchy, 194,716; Saxe-Altenburg, duchy, 155,036; Waldeck, principality, 56,522; Lippe, principality, 120,246; Schwarzburg-Rudolstadt, principality, 90,296; Schwarzburg-Sondershausen, principality, 71,107; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,374; Reuss-Greiz, principality, 50,782; Hamburg, free city, 232,969; Lübeck, free city, 63,571; Bremen, free city, 156,723; Alsace-Lorraine (Reichsland), annexed from France in 1871, 1,566,670. Capital of the empire, Berlin; population, 1,122,360.

Illiteracy of German recruits.—It appears from the *Monatshefte zur Statistik des deutschen Reiches* that the percentage of illiterates in the recruits of the German army and navy is steadily declining. Prussia had 2.33 per cent. in 1880-'81; Bavaria, 0.29 per cent.; Saxony, 0.17 per cent.; Württemberg, 0.02 per cent.; the rest of the empire, 0.49 per cent. Comparing these figures with those of previous years the decrease is noticeable. Thus, in 1875-'76, Prussia's per cent. of illiterates was 3.19; Bavaria had 1.79 per cent.; Saxony, 0.23 per cent.; Württemberg, 0.02 per cent.; and the rest of the empire, 0.82 per cent. For the whole empire the figures are 2.37 per cent. in 1875-'76, against 1.59 per cent. in 1880-'81.

The city of Berlin had 191 public schools of all kinds at the close of the year 1881. These institutions had 1,391 classes for males, 1,076 for females, and 37 mixed, and were attended by 69,430 male and 57,920 female students. There were at the same time 2 Hebrew schools and 90 private schools, attended by 7,434 male and 14,307 female scholars.

The following account of the public schools in Germany was prepared by Mr. Wolfgang Schoenle, United States consul at Barmen, Germany, and transmitted to this Bureau by the kindness of the Secretary of State. It is published with some slight alterations made in consequence of later information:

PUBLIC SCHOOLS IN GERMANY.

The educational system of Germany, being diversified and highly developed, presents so many interesting and characteristic features that a few summary sketches of her public schools, and especially of her elementary schools, which correspond to our common schools to a certain degree, may prove to be instructive to those devoted to educational and literary pursuits in the United States.

The following observations refer principally to the public schools in Prussia; but, as the system of instruction is substantially the same throughout the other German states, may hold good for the whole of Germany.

The public schools in Germany have the double character of municipal and state institutions, inasmuch as the establishment of new schools must be sanctioned and approved by the respective ministers of ecclesiastical affairs and of public instruction. The whole educational system in the several states of Germany is placed under the chief supervision of these functionaries, and they are to decide, in the last resort, whether elementary schools shall be established and conducted as Protestant, or Catholic, or Jewish, or so-called simultaneous schools. In the last named schools pupils of different denominations receive a common instruction in the ordinary school branches from the same teacher, but religious instruction is given in separate rooms, by the ministers of the denominations to which the parents of the pupils belong.

Several cases have occurred in Prussia in the last few years where the minister has entered his veto against simultaneous schools proposed by communities and insisted upon the establishment of sectarian schools. This is especially the case in communities where nearly all the population is either Protestant or Catholic.

The teachers stand in the same relation to the communities and the state as do the public schools. In most cases the nomination of a teacher for a vacancy is left to the local school boards, but their nominations have to be ratified by the departmental school board to whose jurisdiction the local board belongs. In a few places the appointment of the candidate or the transfer of a teacher from one school to another is effected by direct decree of the departmental board. The city and town councils are generally invested with the privilege of nominating candidates for appointment as teachers of the higher elementary and burgher schools; the number of individual patrons invested with the privilege of nomination is comparatively small. Their appointment is subject to the confirmation of the minister of public instruction and of ecclesiastical affairs, and on entering upon their official duties they have to swear the oath of allegiance to both offices, so that they are municipal and government officials at the same time, and as such

they are subject to both municipal and state supervision. The local authorities, however, have no right to suspend or dismiss a regularly appointed teacher without the approval of the state authorities. They receive their salaries from the municipal treasuries, and, in case the school budget of the community should prove to be insufficient, the government has to make up the balance of their salaries.

The teachers of all grades of schools are entitled to a government pension in case of physical or mental disability, and pensions to the widows and orphans of all teachers are paid from the funds of various savings institutions established by them for that purpose. Sometimes the municipalities make additional provisions for small pensions.

All teachers are bound to join the teachers' pension association. The amount of the annual pension depends on the number of years in service and the former salary of the emeritus. All pensions are paid quarterly in advance.

HIGHER EDUCATIONAL INSTITUTIONS.

The higher schools in Germany are well adapted to the training of the pupils for their future professions and callings, and show a very high standard of mental discipline. They comprise the *Gymnasien*, the *Progymnasien*, the *Realgymnasien*, the *Realprogymnasien*, the *Oberrealschulen*, and the *Höhere Bürgerschulen* (higher burgher schools). The *Gymnasien*, *Realgymnasien*, and *Oberrealschulen* have a nine years' course, while the *Progymnasien*, *Realprogymnasien*, and higher burgher schools have only a five or six years' course.

Of these higher educational institutions I shall attempt to give the mere outlines, while I shall enter into a more detailed account of the elementary schools, which are a much more important educational factor, as they are the sources for the education of the great masses of the people.

The *Gymnasien* are the preparatory schools for the admission into the universities, and are attended by pupils who on entering the universities will devote themselves to the study of jurisprudence, medicine, theology, philology, and philosophy; in short, who aspire to a professional or governmental career. Much attention is paid to the ancient languages, while the modern languages, French and English, are treated rather superficially.

The *Realgymnasien* have a nine years' course, including Latin, but no Greek. Great stress is laid on mathematics, natural sciences, and modern languages. The graduates of the *Realgymnasien* are admitted to one university faculty only, that of philosophy, with its numerous departments of natural sciences and modern languages. As a rule the graduates pass from the *Realgymnasien* to the higher technical schools.

The higher *Realschulen* aim at a more practical education, and are generally patronized by pupils who intend to follow technical, industrial, or mercantile pursuits, or who are seeking a training for entrance into subordinate governmental offices. No ancient languages are taught, while French and English form prominent educational branches.

The instruction in the *Gymnasium* and the *Realgymnasium* in Prussia, according to the latest decree of the minister of public instruction, is uniform up to the grade of "tertia" (fourth year), when in the *Gymnasium* the study of Greek is commenced and in the *Realgymnasium* English enters into the schedule of studies.

The *Gewerbeschulen*, higher *Realschulen*, and higher burgher schools have for their chief object the training of the pupils for practical business men, artisans, and mechanics. The classics are entirely excluded from the *Gewerbeschulen*. French and English are much cultivated, and much stress is laid on drawing and instruction in the various commercial branches. The graduates of these schools may be admitted into the higher technical and industrial schools.

ELEMENTARY SCHOOLS.

The elementary schools in larger cities and towns, as a rule, consist of eight classes, and children have to attend them from their sixth to their fourteenth year. The regular course of study in these schools comprises the following subjects: religion, reading, writing, common rules of arithmetic, and the rudiments of algebra, the elements of geometry, history (chiefly Prussian and German), drawing, geography (chiefly extending over Prussian and German territory), the elements of physics, and natural history, German composition and grammar, and compulsory gymnastics (*Turnen*). In addition, the girls are taught sewing and knitting.

The school attendance in Germany being compulsory, it would be reasonable to suppose that the instruction in the elementary schools would be free. Such, however, is not the case in every community. To be sure the tuition fees in these schools are very moderate and occasionally but nominal, and in some cities no tuition fee whatever is charged, as, for instance, in Cologne, Düsseldorf, Elberfeld, and in about 150 other cities

and towns in the kingdom. In most of the communities, however, tuition fees are collected. The rate of these tuition fees in Barmen may serve as an average for large cities. In this city 6 marks (equal to \$1.43) for the whole year is charged for every pupil. Liberal allowances and even entire exemption from the payment of the fees are granted to the poor.

The tuition fees are only a small contribution to the school expenses, which must be met principally by municipal taxation. Illustrative of this fact will be the statement that in the year 1881 the collection of the school money from 33 elementary schools in Barmen, attended by 16,286 children, realized but the comparatively small sum of 52,000 marks, while the total expenses for these schools amounted to 427,650 marks during that period, exclusive of new school buildings and repairs.

The rate of school money is fixed pretty high in the Gymnasien, Realgymnasien, higher burgher schools, and the higher female schools, and on that account the children of the poor classes are practically excluded from them.

The following table shows the rate of tuition fees in the different classes in the Gymnasien and Realschulen of the first and second orders:

Gymnasien and Realschulen of first and second orders.

Classes.	Marks.	U. S. coin.
Sexta.....	96	\$22 85
Quinta.....	108	25 71
Quarta.....	120	28 56
Upper and lower tertia.....	132	31 42
Upper and lower secunda.....	144	34 28
Upper and lower prima.....	144	34 28

The annual charge of the tuition fees for the three primary classes, preparatory to the admission into Gymnasien and Realschulen, amounts to 84 marks, equal to \$20, per pupil. The school money for the different classes in the Gewerbeschulen is fixed in the average at 20 per cent. less than in the Gymnasien and Realschulen. To the children of clergymen, teachers, and city officials of the lower grades the tuition fees in the foregoing schools are partly or entirely remitted in some localities.

The salaries of the teachers in the elementary schools are not very high, but the academic teachers in the higher schools are comparatively well paid. The salaries of the class teachers in the elementary schools, as an average, range from 1,250 to 2,150 marks, with small extra allowances for rent. At the head of every such school is placed a principal, whose salary ranges in Barmen from 2,100 to 2,700 marks, with free quarters in the school building. These salaries may be considered an average prevailing throughout Germany.

GERMAN AND AMERICAN COMMON SCHOOLS.

In spite of the strenuous efforts of the more advanced German pedagogues, such as the late distinguished Diesterweg, and in spite of the unremitting agitation of the liberal and progressive parties to inaugurate a real "people's school," Germany still lacks that broad and common education which has proved so fruitful of the most beneficial results in the United States. In fact, there are no common schools in Germany, in the sense of our American common schools, where the high and the low, the rich and the poor, the native and the foreign-born, the Protestant, the Catholic, the Jew, the skeptic, and the infidel, all alike receive their common instruction. While our children pass from the lower grades in the primary schools through the intermediate to the high schools and eventually to colleges and universities, the German children of the wealthier classes, as a rule, do not attend the "people's" elementary schools. For their special accommodation the so called "Vorschule" (school preparatory to the Gymnasium, Realschule, and the higher female school) has been organized, where, entirely separated from the children of the lower classes, they receive their primary education preparatory to their admission into the above mentioned higher educational institutions. Thus at the very threshold of the public schools the German children are separated, the division between the high and the low, the rich and the poor, is defined at the entrance into the school room, the foundation for the social grades and ranks ruling in Germany is laid, and the estrangement between the children of the rich and the governing classes and those of the so called "people" is brought about. The pupils in the "people's" elementary schools look with apparent envy and a mixed feeling of submission and vindictiveness at the pupils in the higher schools. There is no social intercourse, no common interest, no mutual enjoyment, no reciprocal feeling between these young people; they are separated from each other from their youth, and remain separated socially for their whole lifetime.

STATISTICS.

As the increase of the population in Germany is a rapid and permanent one, the increase of the public schools is also a continual one, although the latter does not entirely keep pace with the increase of the population. Thus in the seven largest cities of the Prussian monarchy — Berlin, Breslau, Cologne, Königsberg, Frankfort-on-the-Main, Hanover, Dantzic — the population has increased from 1871 to 1880 by 506,000 inhabitants, that is, by nearly 33 per cent., and a similar list of 23 middle-sized cities shows an advance of almost 43 per cent., so that in those 30 cities 1,600 new school classes had to be established within the period of 10 years.

In the German metropolis, Berlin, with a population of nearly 1,250,000 inhabitants, the number of children attending the elementary schools during the year 1880 amounted to 98,900, and the appropriations for the pay of the several teachers reached the sum of 3,466,015 marks. The average number of pupils in the lowest class of the elementary schools in Berlin was 40. It advanced in the second and the following classes respectively to 47, 53, 56, 58, and reached 61 in the sixth class. In several other cities the average number is still higher. In the government district of Merseburg, for instance, the average number of pupils in 589 classes amounted to 80, and in 161 classes it reached even 120 pupils. The following table shows the number of children in Prussia who entered the schools either without understanding German or who besides German understood a foreign language. This statement has special reference to the northern and eastern provinces of the Prussian monarchy. Of these the pupils understood —

Only Polish.....	360,528	Polish and German.....	70,659
Only Danish.....	21,245	Danish and German.....	4,405
Only Lithuanian.....	10,075	Lithuanian and German.....	8,161
Only Moravian.....	8,239	Moravian and German.....	502
Only Vendalic.....	6,690	Vendalic and German.....	6,098
Only Walloon.....	1,430	Walloon and German.....	147
Only Bohemian.....	1,131	Bohemian and German.....	531
Only Friesland.....	1,035	Friesland and German.....	2,789
Only Dutch.....	7	Dutch and German.....	488
Total.....	410,380	Total.....	93,780

Consequently, for more than 400,000 children teachers had to be employed who were able to instruct in some one of the above mentioned foreign languages.

The erection of new school buildings is a continual drain upon the municipal treasuries. To show the pressing demand for new school buildings, the province of Schleswig-Holstein may serve as a striking illustration. In this province 227 new school buildings had been erected within the last 6 years. The total expenses for the elementary schools in this province amounted to 6.2 marks per capita in the year 1879, so that the disbursements for every pupil were 40.62 marks in the cities and 32.31 marks in the country. The largest school district in Prussia is that of Düsseldorf, the schools of which number 1,103. In this district the number of fixed positions of teachers has been increased by 1,010 within the last 8 years.

In the whole Prussian monarchy the number of teachers' positions has been increased by 2,324 from 1879 to 1881. There are at present 86,827 teachers in the elementary schools in Prussia. The employment of female teachers has considerably increased during the last few years. The per cent. of female teachers in the year 1861 was but 5, in 1863, 6½, and in 1879, 9½. Of the above mentioned 86,827 teachers in Prussia 30,042 are females. There are at present in Prussia, principally in the eastern provinces of the kingdom, 379 Jewish teachers.

The total number of children subject to attendance in the Prussian elementary schools in 1880 amounted to 5,503,970, or, after deducting those who were attending the primary schools, the Gymnasien, the Realschulen, and the higher female schools or private schools, 4,815,974; that is, 17.2 per cent. of the total population, which is 27,279,111. There is in Prussia, on the average, one teacher for every 446 inhabitants and for every 78 children liable to school attendance. For the instruction of male and female teachers Prussia provides 109 seminaries (normal schools), which were attended by 9,892 persons in the year 1880. In some towns and cities so called "Mittelschulen," resembling our intermediate schools, have been added to the elementary schools. In these Mittelschulen the course of study prescribed for the elementary schools is supplemented by either French or English and the elementary education is brought up to a certain degree of proficiency.

The deficiency of male teachers, which was very acutely felt for a few years in Prussia, is now almost overcome, and, with a few exceptions, all the fixed teachers' positions are filled. The tax levy for school purposes is in many districts very considerable, and amounts to 35 to 45 per cent. of the general tax levy; but, notwithstanding that fact, the

continual increase of the German population is to be followed by the continual increase of additional school classes and the erection of new school buildings.

The question how the burden of the ever increasing school expenses may be taken off the shoulders of the communities is now seriously engaging the fertile mind of the imperial chancellor, and he is working out a plan by which a sufficient share of the import duties, levied by the imperial government, may be turned over to the communities, so as to enable them to diminish the local tax levies for the support of the public schools.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,306 square miles; population, 35,262,762. **a. ENGLAND AND WALES**. Capital, London; population, 4,764,312.

The following information regarding elementary education is compiled from the report of the committee of council on education, signed by Lord Spencer and Mr. Mundella, for the year ending August 31, 1881:

Day schools.—Number of schools inspected, 18,062; number of certificated teachers, 3,562, with a large number of assistants and pupil teachers; accommodation for 4,399,633 scholars; enrolled, 4,045,362; average daily attendance, 2,863,535; present on day of inspector's visit, 3,372,990; qualified by attendance for examination, 2,775,150; presented for examination, 2,615,911, viz, 620,213 infants (i. e., under 7 years of age) for collective and 1,995,698 (7 and above) for individual examination; of these last, 1,364,121 passed the prescribed test without failure in any one of the three subjects; government grant to elementary day schools, 2,247,507*l.* as against 2,130,009*l.* in 1880.

Night schools.—Number examined, 1,222; average attendance, 39,222.

Training colleges.—Number, 41; attendance, 3,116.

Expenditure.—Total from government grant, 2,614,883*l.* 13*s.* 6*d.* Cost of maintenance of day and night schools, 5,336,979*l.*

School accommodation.—From an analysis of data presented in the report it appears that 3,268,089 may be taken as the number of children between 3 and 13 years of age for whom elementary education should be provided and 3,687,662 the number who should be under daily instruction. Whence it follows that more than a million of names have still to be added to the number already borne on the registers of inspected schools.

Standards of examination.—The table setting forth the results of the examinations shows that out of 1,995,698 scholars examined 1,011,208 were over 10 years of age and ought therefore to have been presented in standards 4 to 6; only 527,436 were so presented, while 483,772 (or 47.84 per cent.) were presented in standards suited for children of 7, 8, and 9 years of age.

There has been, however, a gradual improvement in this respect, which is attributed partly to the more regular attendance and increased proficiency of the children between 5 and 10 years of age and partly to the greater attention paid by teachers to the progress of individual scholars, in consequence of a provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 19.98 in 1875 to 26.83 per cent. in the past year.

In domestic economy, drill, cookery, &c., 55,993 girls were examined during the year, and military drill is systematically taught to the boys of 1,172 day schools. Cookery is taught in 299 schools, or in 23 more schools than in 1880. Savings banks have been established in 1,187 and school libraries in 2,382 schools. In 26,290 departments of schools in which singing is taught the instruction is given by ear in 22,151, or 84.26 per cent.

Trained teachers.—The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that, of 14,197 masters employed in schools reported on in 1880-'81, 8,632, or 60.8 per cent., had been trained for two years; 1,083, or 7.63 per cent., for one year; and 259, or 1.82 per cent., for less than one year; while 4,223, or 29.75 per cent., were untrained. In like manner, of 19,365 schoolmistresses, 8,563, or 44.22 per cent., had been trained for two

years; 1,035, or 5.34 per cent., for one year; 216, or 1.12 per cent., for less than one year; and 9,551, or 49.32 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of the best teachers, passed through the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

A considerable number of teachers who have not passed through the training colleges will always be required for service in the small schools throughout the country. Mr. Sharpe, the inspector of the colleges for masters, stated in his report for 1880:

The training colleges for masters do not supply the demand of the poorer class of schools; they practically supply the demand only of those schools which can afford to pay about 100*l.*—about \$500—a year for head or assistant teachers.

Salaries.—The average salary of a certificated master, which in 1870 was 95*l.* 12*s.* 9*d.*, is now 120*l.* 16*s.* 1*d.*; that of a school mistress was 57*l.* 16*s.* 5*d.* in 1870, and is now 72*l.* 10*s.* 4*d.* In addition to their other emoluments, 6,183 out of 13,694 masters and 5,636 out of 18,670 mistresses are provided with residences free of rent. These averages are calculated upon the whole of the teachers, whether principal or assistant.

Increasing proportion of female teachers.—Attention is drawn to the great and increasing proportion of female teachers now employed in elementary schools.

The number of female pupil teachers in 1869 was 7,273; they now number 20,476, an increase of nearly 182 per cent. The male pupil teachers, who numbered 5,569 in 1869, have increased to 9,846, or about 77 per cent.

Pensions.—The education department has received during the school year 96 applications on behalf of three teachers in England and Wales, and has awarded 4 pensions of 25*l.* and 3 of 20*l.*, together with 11 gratuities to the amount of 330*l.* Since the practice of granting pensions was resumed in 1875, the department has dealt with 533 English applications. There are at present 270 teachers to whom pensions have been granted in England and Scotland, of whom 20 have 30*l.*, 100 have 25*l.*, and 150 have 20*l.* a year. The full number of pensions allowed to be borne on the estimates has therefore been filled up.

Progress from 1870 to 1881, inclusive.—The dates of the first and third educational acts, 1870 and 1876, form convenient points of departure for the study of the school statistics from 1870 to 1881. The increase of the population in England and Wales from 1876 to 1881, inclusive, according to estimates in the report of the education department, was 1,811,396, or 7.4 per cent.

For the same period the school statistics show increases as follows:

Increase in number of inspected schools in general.....	3, 821
Increase in number of day departments	5, 594
Increase in accommodation in day schools	963, 315
Increase in number of day scholars present at inspectors' examination.....	960, 779
Increase in average attendance.....	878, 962
Increase in number of certificated teachers.....	10, 509
Increase in number of assistants	5, 386
Increase in number of pupil teachers.....	1, 408
Increase in number studying in training colleges	109

For the same period there was decrease in the number of night departments and in their average attendance. Whereas in 1869, or before the passage of the education act of 1870, there was school accommodation for 8.34 per cent. of the population, in 1881 there was accommodation in aided schools for 16.85 per cent. of the population. The more nearly the accommodation approaches that required by the school population, the less the annual increase; progress is somewhat retarded by the nature of the effort required as the system advances. The act of 1876, it will be remembered, was especially directed to securing the fulfilment of the obligation resting upon parents and guardians with reference to provision made by the acts of 1870 and 1873 for the education of chil-

dren and to extending the provision to neglected or vagrant children. It is in the latter endeavor that the most serious difficulties in respect to the location of buildings, regularity of attendance, and results upon which depend the grants in aid are encountered.

All the schools reported in 1870 were voluntary. From 1870 to 1876, inclusive, the number of these increased by 4,396, and during the same time 1,596 board schools were established.

In the second period, 1876 to 1881, the number of voluntary schools increased by 1,693; the number of board schools, by 2,096. Since the passage of the act of 1870, additional accommodation has been provided in aided schools to the extent of 2,623,689 seats, viz, in voluntary schools, 1,429,421; in board schools, 1,194,268. So far as the reports afford data for comparison it appears that the expenditure and the grant earned per scholar in average attendance are higher in board than in voluntary schools.

As day schools multiply, the number of night schools diminishes, while the proportion of their pupils in the higher standards increases.

Education in London.—The following information is derived from the annual address of Mr. Edward North Buxton, chairman of the school board for London, and from reports of the committees:

In estimating the number of children for whom school accommodation is required, the committee adopt as a basis the national census taken in the spring of 1881. They conclude that the total number of children between 3 and 13 to be provided for is 685,240, to which must be added nearly 70,000 between 13 and 14, who now fall under the operation of the by-laws. The existing provision in all efficient schools is 502,095, leaving a great deficiency still to be met.

London maintains supremacy over the rest of the country in the proportionate number of children who pass in the three R's. The percentage of passes for the year is as follows:

	Reading.	Writing.	Arithmetic.
In all schools in England and Wales.....	88.25	80.44	74.9
In London board schools.....	89.3	87.3	83.3

In 1878 less than one in five of the children attained to the fourth and higher standards. This proportion has risen nearly to one in three.

The average gross annual cost per child on the average attendance in London board schools for 1881 was 2*l.* 17*s.* 1*d.*, less by 2*s.* 2*d.* than in 1880. The gross annual expenditure for the year ending March 25, 1881, was 1,235,360*l.* 9*s.* 3*d.* The average salary of adult teachers was, for men, 144*l.*; for women, 108*l.*

There are 49 scholarships at the disposal of the board, 29 for boys and 20 for girls, which enable the holders to enter some one of the great public schools of the country.

The average attendance at board schools is 203,334, and at voluntary schools 178,518. The percentage of average attendance upon enrolment in board schools is 80.4.

Singing by note is taught in all the schools, a special instructor being employed to supervise the work.

The drill instructor reported favorably upon the system of physical exercises employed, especially as conducted in the boys' schools.

The total number of girls receiving instruction in cookery in the board schools for the half year ending September, 1881, was 4,250. Needlework is obligatory in the girls' department, and a grant is allowed where the same instruction is given to boys.

The report of the superintendent of the instruction of the deaf and dumb gives 146 as the number of children instructed at the various centres, with an average attendance of 116; progress has been made in the use of the oral system.

Classes for the blind were maintained in 30 schools; number of blind pupils, 87.

The superintendent of method in infants' schools maintains classes for the instruction

of teachers in the Kindergarten system, and visits schools in which it has been introduced. The demand for increased provision for this work, and in general for the better conduct of the infant department, is emphasized in the report.

In accordance with the act extending the power conferred by the industrial schools act of 1866 to school boards, the London board have established three industrial schools and have 840 places reserved for their use in schools under voluntary management. In these schools, which are designed for vagrant, destitute, or unruly children under 14 years of age, industrial training is combined with elementary education. The London board have provided for 3,078 children in industrial schools.

The result of a wide application of the industrial schools act in London is shown in the steady reduction of juvenile crime since 1870; the number of commitments in that year were, for boys, 8,619, and for girls, 1,379; for the current year the numbers were 4,786 and 793, respectively.

b. SCOTLAND: Population, 3,735,573. Capital, Edinburgh; population, 236,002.

The following summary is compiled from the report of the committee of council on education in Scotland for 1881, being the ninth annual report of proceedings under the education act of 1872:

Day schools.—Number of schools inspected, 3,074; number of certificated teachers, 5,544, with a large number of assistants and pupil teachers; accommodation for 612,483 scholars; enrolled, 544,982; average daily attendance, 409,966; present on day of inspector's visit, 475,021; qualified by attendance for examination, 400,409; presented for examination, 362,642; viz, 51,414 (under 7 years of age) for collective and 311,228 (7 and above) for individual examination; of these last, 233,062 passed the prescribed test without failure in any one of the three subjects. Government grant to elementary day schools, 359,903*l.* as against 347,232*l.* in 1880.

Night schools.—Number examined, 249; average attendance, 13,082.

Training colleges.—Number, 7; attendance, 857; total government grant, 454,997*l.* 8*s.* 9*d.*; cost of maintenance of day and night schools, 862,774*l.*

School attendance.—The enforcement of school attendance is intrusted to the school boards. Some dissatisfaction is expressed with the manner in which this obligation is discharged, the reports for the year showing that the increase in average attendance has not done more than keep pace with that of the population generally.

The education of the poorer classes is largely promoted by the aid given by the parochial authorities to pauper and poor parents to enable them to pay the whole or part of the school fees. The expenditure from the poor funds on account of education, exclusive of the amounts paid in industrial schools, deaf and dumb institutions, &c., was for the year, 23,496*l.* 7*s.* 0½*d.* The extension of school provision to the poor has been greatly promoted by the act of 1878 making it the duty of school boards to pay the fees for those children for whom no other provision exists.

Standards of examinations.—From the table showing the results of examinations it appears that, whereas, out of 311,228 scholars examined, as many as 159,895, being over 10 years of age, ought to have been presented in standards 4 to 6, only 109,395 (or 68.42 per cent.) were so presented, while the remaining 50,500 were presented in standards suited for children of 7, 8, and 9 years of age.

The report states that there has been a gradual improvement in this respect, which is believed to be mainly due to the provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 18.77 in 1875 to 36.13 per cent. in the past year.

Domestic economy.—Of the 24,204 girls examined in domestic economy, 13,281 passed in both branches, 3,962 in the first branch only, and 1,236 in the second.

Trained teachers.—The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that, of 3,175 masters employed in schools reported on last year, 1,868 (or 58.84 per cent.) had been

trained for two years, 321 (or 10.11 per cent.) for one year, and 101 (or 3.18 per cent.) for less than one year, while 885 (or 27.87 per cent.) were untrained. In like manner, of 2,369 schoolmistresses, 1,650 (or 69.65 per cent.) had been trained for two years, 131 (or 5.53 per cent.) for one year, and 568 (or 23.98 per cent.) were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of our best teachers, satisfactorily completed the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

Salaries.—The average salary of a certificated master, which in 1870 was 110*l.* 16*s.* 7*d.*, is now 137*l.* 5*s.* 7*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870, and is now 69*l.* 4*s.* 3*d.* These averages are calculated upon the whole body of certificated teachers, whether principal or assistant. In addition to their other emoluments, 1,798 out of 3,149 masters and 472 out of 2,329 mistresses are provided with residences free of rent.

Pensions.—During the year the department has received 26 applications on behalf of teachers in Scotland; since the practice of granting pensions was resumed in 1875, 106 Scotch applications have been dealt with, and the department has granted 5 pensions of 20*l.*, 19 of 25*l.*, and 25 of 20*l.*, and 15 gratuities, to the amount of 560*l.*

Progress from 1872 to 1881, inclusive.—The increase of the population in Scotland from 1872 to 1881, inclusive, according to estimates in the report of the education department, was 248,936, or an increase of 7.1 per cent. For the same period the school statistics show increase as follows:

Increase in number of inspected schools in general	1,098
Increase in number of day departments	1,262
Increase in accommodation in day schools	330,795
Increase in number of day scholars present at inspectors' examination	249,721
Increase in average attendance	196,417
Increase in number of certificated teachers	2,978
Increase in number of pupil teachers	709
Increase in number studying in training colleges	128

From 1872 to 1880 there was increase in the number of night departments and in the average attendance upon the same. In 1881 the number fell from 1,361 to 455, and the average attendance from 14,297 to 13,082.

The 1,902 schools inspected in 1872 were denominational; the number in 1881 belonging in this category is 369; the number of public schools, 2,467; of undenominational and other schools, 238. The accommodation in inspected schools has risen from 281,638 places in 1872 to 612,483 in 1881, an increase in nine years of 117.45 per cent.

The cost of maintenance per child in average attendance is higher in public than in voluntary schools, and higher in both classes of schools in Scotland than in England.

c. IRELAND: Population, 5,174,836. Capital, Dublin; population, 249,602.

From the report of the commissioners of national education in Ireland it appears that the number of primary schools on the operation list on the 31st of December, 1881, was 7,648. During the year, 76 schools were dropped or ceased to exist as independent schools and 134 were brought into operation, giving a net increase of 58 schools as compared with 1880. The entire number of pupils on the rolls of these schools was 1,066,259 and the average daily attendance was 453,567, a decrease of 14,990 below the average attendance in 1880. The attendance in 1880, it should be observed, was abnormally increased by the influx of children to receive rations of food distributed by relief committees. The attendance of 1881 shows an increase of 18,513 over that of the year 1879.

The total number of mixed schools under Roman Catholic teachers exclusively was 2,778, attended by 368,887 Roman Catholic pupils and 22,838 Protestant pupils; the total number of mixed schools under Protestant teachers exclusively was 1,304, attended

by 25,370 Roman Catholic pupils and 127,065 Protestant pupils; the number of mixed schools under Roman Catholic and Protestant teachers conjointly was 85, attended by 10,539 Roman Catholic pupils and 10,444 Protestant pupils. Of 3,385 schools showing an unmixed attendance, 2,821 were in charge of Roman Catholic teachers and 564 in charge of Protestants.

Model schools.—The number of model schools reported is 29, containing 89 separate departments.

Workhouse schools.—The number of workhouse schools in connection with the board on the 31st of December, 1881, was 158, having an enrolment of 15,420 and average daily attendance of 8,333.

Examinations.—The total number of district schools examined for results during 1881 was 7,601, including 69 evening schools. The number of pupils present at the examinations was 472,256, of whom 107,439 were infants. The number passed was 355,643.

The percentages of passes gained at reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

	Reading.	Writing.	Arithmetic.
Ireland.....	92.4	94.5	76.2
England and Wales.....	89	80.8	75.7
Scotland.....	91.9	88.8	84.2

Teachers.—The number of classed (i. e., certificated) teachers in the service of the commissioners December 31, 1881, was 10,621, viz, 7,437 principal teachers, 3,184 assistants. The number of pupil teachers or monitors was 6,450. The total number of teachers and students trained in 1881 at the training institution was 161.

Pensions.—The number of teachers connected with the pension fund in the year ending December 31, 1881, was 9,343, and the amount paid in pensions was 6,779*l.* 18*s.* 9*d.* and in gratuities 5,540*l.*

Finances.—The statement of expenditure embodied in the report is for the year ending March 31, 1882. The total sum disbursed by the commissioners was 821,286*l.* 13*s.* 7*d.* The parliamentary grant for 1881-'82 was 729,868*l.*

The Royal University of Ireland.—The Royal University of Ireland was chartered in 1880, and by the same act of Parliament it was provided that the Queen's University should be dissolved and its work transferred to the Royal University within two years of the date of the charter. The new university must be regarded as marking an era in the history of education in Ireland. It is empowered to confer all such degrees as can be conferred by any other university in the United Kingdom, degrees or other distinctions in theology excepted. No residence in any college nor attendance at lectures in the university is obligatory except for degrees in medicine and surgery. By these provisions the education of the Roman Catholic youth of Ireland is relieved of invidious distinctions.

The first matriculation examination was held December 6, 1881; the number of candidates who presented themselves for examination was 614, of whom 508 passed; 28 women were included in the number. It should be observed that the privileges of the university are offered without distinction of sex.

Special instruction in the United Kingdom generally—science and art.—The following information is derived from the report of the science and art department, whose operations extend over the United Kingdom:

During 1881 the number of persons attending science schools and classes in connection with the department was 61,177 as against 60,871 in 1880. The number receiving in-

struction in art was 917,101, an increase upon the previous year of 75,793. The number reported in art training includes 850,563 children who received instruction in drawing in elementary day schools.

At the Normal School of Science and Royal School of Mines there were 46 regular and 139 occasional students. At the Royal College of Science for Ireland there were 16 regular and 20 occasional students. The total number of persons who, during the year, attended the different institutions and exhibitions in connection with the department was 4,811,258, an increase upon the previous year of 876,103.

The expenditure of the department for the financial year 1881-'82, exclusive of the vote for the geological survey, which was 20,571*l.* 4*s.* 5*d.*, amounted to 319,454*l.* 10*s.* 5*d.*

Advanced scientific instruction.—One of the most important events in the history of the department for 1881 was the opening of the Normal School of Science and Royal School of Mines, which was formed by the union of two independent organizations maintained by government in the interests of science instruction. The Royal School of Mines dates as far back as 1851; the Normal School of Science arose out of the system of instruction and examination in elementary science established by the department in 1859. By the union of the two, general science instruction is fully organized and placed upon a sound basis, the special features of the school of mines are further developed, and the provision for training science teachers is made more systematic and complete. Prof. T. H. Huxley, the dean of the new school, presents the following scheme of operations in his first report:

Occasional students may enter for any course of instruction, or for any number of courses, in such order as they please; but students who desire to become associates of the Normal School of Science or of the Royal School of Mines must follow a prescribed order of study, which occupies from 3 to 3½ years.

In the first two years the students must all go through the same instruction in mechanics and mathematics, physics, chemistry, elementary geology, astronomy, and mineralogy, with drawing; afterwards they must elect to pass out in one or other of the eight divisions to the subjects of which the third and fourth years' studies are entirely devoted, namely, (1) mechanics, (2) physics, (3) chemistry, (4) biology, (5) geology, (6) agriculture, (7) metallurgy, and (8) mining.

A student who passes in all the subjects of the first two years and in the final subjects of division 1, 2, 3, 4, 5, or 6 becomes an associate of the Normal School of Science, while, if he takes the final subjects of division 7 or 8, he becomes an associate of the Royal School of Mines.

The work of the school is arranged in such a manner as to permit the student to concentrate his attention upon one subject at a time, and he is never occupied with the subjects of more than two divisions in the same term. By far the greater part of his time is devoted to practical work in the laboratories, under the demonstrators and assistants.

The examinations in the subjects of each year are held within that year, so that the final examinations are confined to the special subjects of the division in which the candidate seeks for the associateship.

City and Guilds of London Institute.—The City and Guilds of London Institute for the Advancement of Technical Education reports 1,563 candidates examined, 895 passed, and 3,300 candidates under instruction. The foundation stone of the society's college, Finsbury, was laid May 10, and that of the central institution on the 18th of July. The expenses of the institute for the past year were estimated not to exceed 12,800*l.*, and actually fell a little below that sum.

Training of teachers.—In addition to the training colleges under government inspection, various schools and associations in Great Britain make provision for the education of teachers.

Cavendish College, Cambridge, founded by the County College Association, was opened in 1876.

It is intended to enable students somewhat younger than ordinary undergraduates to pass through a university course and obtain a degree, and to train students who intend to become schoolmasters for that profession.

CCLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

The University of Cambridge has established courses of lectures in Cambridge on the history, practice, and theory of education, and maintains also an annual examination in these subjects independent of the lectures.

University College, London, makes provision for training teachers of mathematics and chemistry; the course of training includes both theory and practice. The University of London has in contemplation a yearly examination in the art, theory, and history of education.

The College of Preceptors is an incorporated society whose object is the improvement of secondary education, especially with reference to the middle classes. The president is Rev. T. W. Jex Blake, D. D., head master of Rugby. The society maintains two classes of examinations, viz, for pupils of schools and for teachers who are candidates for the college diplomas. A training class for teachers is conducted under the auspices of men of established reputation, and plans are maturing for the extension of this branch of the society's operations. The number of teachers who entered themselves for the examinations of the current year was 176.

The Universities of Edinburgh and of St. Andrews have established chairs of the theory, practice, and history of education.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 63,374.

Communal schools were established by law in 1834 on the German system. The law requires the attendance at school of all children between the ages of 5 and 12 years. Each parish is to possess at least one school, supported by the district or parish, although many receive aid from ecclesiastical institutions. A local commission in each district exercises general supervision of the schools. The prefects and subprefects visit the schools of their districts and report to the minister. The teachers of the principal town of the prefecture and subprefecture inspect the schools of their district and report to the directors of the normal school. These directors are charged with the general superintendence of all the schools of the country. Four classes of schools are reported in Greece: the communal, the ancient Greek, the gymnasium, and the university. In 1821, 95 per cent. of the male population could neither read nor write; of women, 99 per cent. At present the percentage is males 55 per cent., females 75 per cent. In 1830 there were 91 elementary schools, with 6,721 pupils, in Greece; at present, 1,215 boys' schools, with 74,880 pupils, and 75 schools for girls, with 16,932 pupils; also, two normal schools. The annual expenditure for primary education is 2,300,000 francs (\$443,900); average salary of teachers, 512 francs (\$100). The Government bears one-third of the expenses.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,452,639. Capital, Rome; population (at the end of 1880), 300,467.

On the 12th of November, 1881, the minister of public instruction, G. Baccelli, introduced a bill in the Chambers making school attendance obligatory for all boys and girls between the ages of 14 and 16 not attending a secondary institution of learning. The instruction is to be given in the evening, so that it does not interfere with the daily work of the pupils.

It is doubtful whether this law could be enforced in Italy as long as the primary schools proper are in a backward state. Obligatory laws have been passed before, but they were never enforced for want of schools and teachers.

NETHERLANDS, constitutional monarchy: Area, 12,648 square miles; population (December 31, 1881), 4,114,077. Capital, The Hague; population (December 31, 1881), 123,499. Minister of the interior, Dr. Willem Six.

Elementary schools.—At the end of 1881 the number of elementary schools was 3,927, of which 2,791 were public, 86 private receiving subsidies, and 1,050 non-subsidized private schools. This shows an increase of 47 over the preceding year. The non-subsidized

private schools were divided as follows as to religion: 564 Protestant, 443 Roman Catholic, 13 Jewish, and 30 unassigned. During the year 1881, 83 new public and 28 private schools were built, 92 public and 10 private were in course of construction, 93 public and 18 private were enlarged or repaired, 1,060 public and 141 private were reported as in need of repairs; plans were submitted for repairing or entirely rebuilding 359 public and 18 private schools, and 4 buildings were condemned. The school population, January 1, 1882, amounted to 289,623 boys (2,285 more than in 1881) and 262,309 girls (an increase of 5,032); 226,766 boys and 182,574 girls attended the public schools, or 469 and 1,064, respectively, more than in 1880. The private schools receiving subsidies were attended by 1,638 boys and 2,399 girls, showing a decrease over the former year of 366 and 586, respectively. The non-subsidized private schools were attended by 61,219 boys and 77,336 girls, an increase over 1880 of 2,182 and 4,554, respectively; 234,858 boys and 222,311 girls of 6 to 12 years of age received instruction at school or at home; and, as the number of children of that age was 265,583 boys and 263,244 girls, 30,725 boys and 40,933 girls were without instruction. Gratuitous instruction was given in public schools to 126,099 boys and 103,815 girls, in private schools receiving subsidies to 110 boys and 456 girls, and in private schools not receiving subsidies to 16,558 boys and 23,542 girls, making a total of 142,767 boys (119 less than in the previous year) and 127,813 girls (1,810 more than in the previous year) who received gratuitous instruction.

Evening schools were attended by 22,212 boys and 12,029 girls who also attended the public day schools and by 8,610 boys and 2,256 girls who attended no other schools; 5,739 boys and 1,862 girls attended the review schools. The total tuition for primary public schools was 1,119,648 florins (\$450,098). In the 3,927 schools there were 3,422 male and 461 female principal teachers, 5,035 male and 2,139 female teachers, and 2,919 male and 1,147 female assistants (pupil teachers), making a total of 15,123 teaching force. Since the school population was 551,932 there were on an average 36 pupils to a teacher, or, deducting the pupil teachers, about 50 scholars to a teacher. The expenditure for primary instruction was 11,555,506 florins (\$4,695,313), and after deducting a revenue of 1,356,563 florins the balance of total outlay was 10,198,943 florins (\$4,099,975).

The expenditure for all kinds of education, except military, prison, and infant schools, was 14,168,735 florins, against 12,365,683 florins in 1880. The number of public infant schools was 111, with 8 male and 162 female teachers and 432 assistants, and with an attendance of 10,466 male and 10,076 female children, making a total of 20,542. The number of private schools of this class was 691, with 10 male and 951 female teachers and 1,144 assistants. There were 31,531 male and 35,655 female children in these schools; 67,186 in all.

Normal schools.—In the seven state normal schools, viz, at Bois-le-Duc ('s Hertogenbosch), Nymwegen, Haarlem, Middleburg, Deventer, Groningen, and Maastricht there were 606 pupils in the school year 1880-'81. The expenditure for these schools in 1880 was 493,872 florins and 473,943.25 florins in 1881. Besides these normal schools the normal courses in the provinces, which were attended by 2,360 male and 733 female students in 1880, had an attendance of 2,333 males and 955 females in 1881. On the 13th of May of that year the organization of these courses, which had up to that time been temporary and experimental, was effected by a decree of the minister of the interior. The regulations prescribe a four years' course and a preparatory course for pupils 12 to 14 years old. The age of admission to the normal course proper is 14 years. The programme includes the Dutch language, reading and writing, history, geography, arithmetic, geometry, natural history, singing, pedagogy, drawing, mathematics, gymnastics, French, and female handiwork. Besides these normal courses there were seminaries for a similar purpose at Leyden and Amsterdam, organized in accordance with a ministerial decree of October 25, 1881, which were attended by 116 male and 140 female students, and 23 schools where teachers are prepared for private schools. These schools had 698 male and 180 female students. The outlay for this kind of instruction in 1881 was 1,077,080 florins, including that for the State normal schools above given.

Secondary instruction.—The number of Gymnasien and Progymnasien remained unchanged. There were 24 of the former and 5 of the latter. There were 316 teachers at the beginning of 1881 and 1,730 students. At the close of the year these numbers had increased to 334 and 1,911. The outlay by the communes, or districts, for Gymnasien and Progymnasien in 1881 was 664,628.75 florins (\$257,181).

The four burgher day schools had 178 students. The burgher evening schools numbered 31 and were attended by 2,553 scholars. Four other schools of the same grade where special attention is paid to industrial studies had an attendance of 1,140. As to parentage, the parents of 70 of the 178 scholars of the four burgher day schools were mechanics and handicraftsmen, 40 were shopkeepers, 12 architects, and 44 officials, teachers, and military officers. Of the 2,553 pupils of the burgher evening schools and the 1,140 students of the four similar schools mentioned above, 2,855 already had a trade or occupation at which they were busy during the day. There were 369 teachers in these various schools.

The number of drawing or industrial schools was 46, with 252 teachers and 4,842 pupils. There were 59 higher burgher schools, with a total of 687 teachers and 4,653 pupils. Of these schools 20 were government institutions, 11 of which had five years' and 9 three years' courses; 35 were communal schools, 23 of which had five years', 2 four years', and 10 three years' courses; 1 communal industrial school with a three years' course; 1 private school receiving a subsidy, with a six years' course, and 2 private schools not receiving subsidies, 1 of five and the other of three years' course; 28 of the 35 communal schools received subsidies from the Government; 21 of these received female pupils, and the total number of the latter was 150. Of the 687 teachers 19 were employed in more than one school.

Secondary schools for girls received an increase of two in 1881, making a total of 14, with 1,089 pupils. There were 107 female and 60 male teachers.

Superior education.—In the year 1880-'81, there were 514 students enrolled at the University of Leyden, 385 at Utrecht, and 251 at Groningen, 1,150 in all. These figures show the number of students enrolled or registered with the rector, not the number inscribed in the almanac or album studiosorum. There were at the same time 315 civilian students, 194 hearers, and 128 military students at the commercial university at Amsterdam. In 1881 the Government expended for the three universities 1,258,248 florins (\$505,815), and for other institutions of higher education 263,580.56 florins (including 183,948 florins for gymnasial inspection and subsidies), making a total of 1,521,828 florins (\$611,775).

Special instruction.—The government agricultural school at Wageningen had 63 scholars in the higher burgher school department and 66 in the agricultural departments, making 129 in all. At the experiment station connected with this school 802 researches were made during the year. There were 24 students at the horticultural school at Watergraafsmeer.

The polytechnic school at Delft had 343 pupils; 49 students obtained opportunities during the vacations to practise various kinds of engineering on public and other works, bridge building, levelling, surveying, &c.

The number of naval schools, teachers, and pupils remained the same as in the previous year.

The Deaf and Dumb Institute at Groningen had 201 students, that at Rotterdam 144, that at Gestel 148 (81 males and 67 females), and the Institution for the Blind at Amsterdam had 68 students, of whom 38 were males and 30 females.

The East India institution at Delft had 129 students for the year 1881. This establishment is designed to give instruction in the languages, ethnography, and economics of the Dutch East Indies. There were 71 candidates at the examination for East India officers, 50 of whom passed the examination. The similar institution at Leyden had 12 students for the year 1881. There were 4 candidates for examination, 3 of whom passed. The total outlay for secondary instruction, including industrial schools and in-

stitutes for the deaf and dumb, by the government and communes in 1881 was 1,965,118 florins (\$789,978).

The twenty-first course of the state school of midwifery opened October 1, 1881, with 20 students. The government expended 11,683 florins for the support of this school in 1881.

There were 63 students at the state veterinary school in 1881, of whom 3 were educated for the home military veterinary service, 5 for the civil, and 1 for the military veterinary service in the East Indies. The state expended 74,598 florins in 1881 for this institution.

There were 39 officials and 315 students at the Royal Military Academy at the beginning of the school year 1881-'82. Eighteen of the officials were civilians. The graduates of this school are assigned to the various branches of the military service at home or in the Dutch East Indies. The programme includes surveying, natural sciences, languages, ethnography, &c., of the Dutch East Indies, military science, mathematics (calculus), and mechanics. In the second division of the military school the course opened October 1, 1881, with 22 officers, 15 of whom were from the Dutch East Indian army. There were during the year 454 volunteers in the instruction battalion and in the artillery instruction company 180 volunteers. The school programme included reading, writing, arithmetic (whole numbers and fractions), the metric system, the Dutch language, geography of Europe, history of the Netherlands, military accounts and reports. There were 135 appointees at the Royal Marine Institute at Willemsoord at the beginning of the school year 1881-'82, 486 boys on the two school ships at Amsterdam and Rotterdam in 1881, 17 pilot apprentices on the guard ship at Amsterdam the same year, 95 boatswain apprentices on the practice ship, and 239 students at the normal navigation school. For the military medical service at home and abroad 157 students entered the course September 1, 1881, besides 17 students of pharmacy.

NORWAY, constitutional monarchy: Area, 122,860 square miles; population in 1879, 1,916,000.

The latest statistics from Norway were received in 1875, when the school population was 302,000; number of schools, 4,736; pupils, 261,622; teachers, 4,030. Education has been obligatory in Norway for a series of years, parents being required to send their children from the age of 7 in town and 8 in the country up to 14 to some public school. Each parish has its schoolmaster or masters, who live either in fixed residences or move from place to place, teaching so-called ambulatory schools and being paid by a tax levied in the parish in addition to state grants. The schools are graded as primary and secondary. In the lower grades reading, writing, arithmetic, religion, and singing are taught. Almost every town supports a superior school; a college is found in 17 of the principal towns. These colleges are maintained in part by subsidies from the government. The university at Christiania, founded in 1811 by the Danish government, is attended by about 900 students annually. Norway has also 4 schools for deaf-mutes, 1 for the blind, and 2 for idiots.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,745,124. Capital, Lisbon; population, 233,399.

A compulsory education law was enacted, in 1844, but its provisions are so rarely enforced that only a small fraction of the children of the middle and lower classes attend school. Although some progress in primary education is reported within the last few years no statistics later than those of 1876 have been received. At that date 4,510 schools and 196,131 pupils were reported. Secondary instruction is given in the lyceums; the clergy obtain gratuitous instruction in 6 seminaries and 8 training schools; and the university at Coimbra gives instruction in law, theology, medicine, mathematics, and philosophy. The number of students at the university in 1881 was 564. Since 1845-'46 the regular students have numbered 29,906. Subdivided as to departments there were in theology 2,527; law, 14,812; political science, 381; medicine, 2,066; mathematics, 2,885; philosophy, 5,739; design, 1,506. The Polytechnic Academy at Oporto, which

was in its fifth year in 1881, reported 153 students in the special courses of civil and mining engineering, architecture and design, the business and agricultural courses, and in the preparatory courses for medicine and pharmacy and for the naval school.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926.

The mass of the population of Russia is as yet without education; in fact, elementary education is almost impossible according to the present system of instruction. The greatest dearth of schools is in those provinces which have a purely Russian population, while the Tartar provinces and those occupied by German colonists are better off. The Pskow district has 151 schools, while the number of children of school age calls for 2,600. Charkow has 423 schools and should have 5,000. In Kostroma the proportion is 263 existing schools to 3,000 required; in Novgorod the ratio is 180 to 2,600; in Samara, 492 to 1,680; and in Wjatka, 535 to 3,900. In a male population of 40,000,000 there is 1 pupil to 45 persons, while the ratio among the women is 1 to 222. The peasant children can only obtain elementary instruction in schools which have been established in strict conformity to all the legal requirements, which are supported from certain specified funds, and whose teachers have received their appointments in accordance with certain specified forms. There are few such schools. The higher institutions are under fewer restrictions. Statistics of 2 Russian universities—those of Moscow and Kief—are at hand for 1881. The faculty at Moscow consisted of 103 members: 1 professor of theology (Greek orthodox), 40 ordinary and 12 “extraordinary” professors, 22 Docenten, 4 lecturers, 1 astronomer, 2 prosecutors and 3 assistant prosecutors, 8 professors not attached to any special branch, and 11 Privatdocenten. Three chairs are vacant. The pupils numbered 2,413 in January, 1881, and 2,430 a year later. In the medical course were 1,397 “hearers;” in law, 451 students; in mathematics and physical sciences, 392; and in history and philology, 190. At the close of 1881 there were 337 graduates, and 329 students left without finishing the course. The University St. Wladimir, at Kief, had 36 ordinary professors, 8 “extraordinary,” 13 Docenten, 3 lecturers, 1 astronomer, and 11 Privatdocenten. Thirteen chairs were vacant. In 1881 there were 1,041 students.

SPAIN, constitutional monarchy: Area, 182,578 square miles; population, 16,625,860. Capital, Madrid; population, 397,690.

The latest official statements about primary instruction in Spain bear upon the decade 1871–1880. The number of public primary schools on October 30, 1880, was 23,132; private primary grades, 6,796; in all, 29,928. The pupils in these schools numbered 1,443,222 (849,312 boys and 593,910 girls) for the public ones and 326,380 (boys, 150,257; girls, 176,123) for the private schools. The totals are as follows: 1,769,602, of whom 999,569 were boys and 770,033 girls. The school-houses constructed between 1871 and 1880 were 429 in number; those bought, 272; repaired, 1,470; total, 2,171. In the normal schools, 24,888 boys and 12,447 girls—total, 37,335—received instruction during that period. The budget for primary instruction in the municipalities in 1879–’80 was 20,810,760 francs (\$4,016,477); in the provinces, 1,776,911 francs (\$342,944) for 1880. In 1850 there were 600,000 children of both sexes attending the primary schools. In 1865 more than 1,300,000 were reported. The increase during the 15 years was about 117 per cent. Between 1865 and 1880 there was still an increase, but not in the former proportion. As stated above, there were 1,769,602 pupils in 1880, which, compared with 1865, gives an increase for the last 15 years of about 36 per cent. An official report for 1879–’80 has the following concerning superior instruction: The University of Madrid (the so called Central University, as it is the only one authorized to confer doctor degrees) has five faculties, viz: philosophy and letters, with 275 students; law, with 2,363 students; natural and physical sciences, with 376 students; medicine, with 2,468; and pharmacy, with 1,366; total, 6,848 students. Madrid has also a school of civil engineering, with 190 students; a school of science, with 343 students; a school of fine arts, with 773 stu-

dents; a school of arts and trades, with 4,770; a high school of commerce, 46 students; a high school of agriculture, 151; school of veterinary surgery, 796; a national school of music, with 1,877 students, and a school of political sciences, with 222 students. The other Spanish universities are Barcelona, with 2,459 students; Granada, with 1,225; Oviedo, with 216; Salamanca, with 372; Santiago, 773; Seville, 1,382; Valencia, with 2,118 students; Valladolid, 880; and Saragossa, with 771 students.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,578,901. Capital, Stockholm; population, 173,433.

According to the law of June 18, 1842, each parish of Sweden is to have at least one well established school with an instructor who is a graduate of a primary normal. Still, two communes, or parishes, where the schools are few and far between, may unite and carry on one school only. Ambulatory schools are also found in sections of the country where there are comparatively few people, and where the schools are necessarily widely separated. The foundation of infant schools dates from 1853; the superior primary schools were organized in 1858. Each school district has a school board, which regulates the methods of teaching, discipline, school age, &c. Ordinarily the child enters school at 7 years of age and finishes the course at 14. Children receiving instruction at home are subject to a weekly examination before the school board. In certain provinces there are special schools for young people who are over 14. The aim of these schools is to develop the knowledge obtained in the lower grades. The course of study in the primary schools covers reading, writing, mental arithmetic, memorizing, singing, &c. The public schools have two divisions, one for children from 8 to 10 years of age, answering to the lower grades of the elementary schools, and another for those older. Statistics for the whole of Sweden are not at hand, but for the middle schools, or "högre läroverk," the following figures for the autumn of 1881 are given: In 34 schools—4 of them at Stockholm—11,431 pupils were reported. These were divided into 5,076 in the Gymnasien, 1,879 in the Realschulen, and 4,476 in the common grades, or burgher schools, as the 4 lower classes are called. The högre läroverk are seven-class schools and the two upper classes have Greek and "no-Greek" divisions—1,408 pupils in the former, 1,652 in the latter. There are also 24 five-class schools, with 2,893 pupils, the two upper classes containing 395 Latin pupils (preparing for the Gymnasium) and 575 Realschule pupils; 19 three-class schools, with 801 pupils; 9 two-class, with 227 pupils; and 9 one-class, "pedagogier," with 159 pupils; in all, 95 schools, with 15,511 pupils. The two universities at Upsala and Lund are well endowed and take a high rank. They are attended by about 1,500 (Upsala) and 650 (Lund) students annually. Sweden has 17 schools for deaf-mutes, 4 for the blind, and 4 for idiots.

SWITZERLAND, federal republic: Area, 15,992 square miles; population, 2,846,102. Capital, Berne; population, 36,000.

The school statistics for the year 1881, just published by the Swiss government, have not been received to date, so that only stray items can be given. Each of the cantons and demi-cantons has its local government, and in all the cantons, but especially those of Northeastern Switzerland, education is widely diffused. In the Protestant cantons the proportion of school attending children is to the whole population as 1 to 5; in the half Protestant and half Roman Catholic cantons it is as 1 to 7; in the Roman Catholic, 1 to 9. Instruction is obligatory between the ages of 6 and 12. Primary and secondary schools are found in every district; in the former, the elements of education, with geography and history, are taught; in the latter (for children from 12 to 15 years of age), modern languages, geometry, natural history, the fine arts, and music. There are normal schools in all the cantons and there are 4 universities.

In the *Canton of Zürich* the school fund amounted to 57,000 francs in 1832; in 1877 it reached 1,740,000 francs; in 1881 the districts alone raised 2,056,378 francs for the ele-

mentary and 340,096 francs for the secondary schools. The cantonal fund for these two grades was 1,000,000 francs, so that the schools receive about three and a half millions annually. In 1880-'81 Zürich (canton) had 93 "review" schools (Fortbildungsschulen) receiving state aid. The teachers numbered 206; pupils, 177 under 15 years of age and 1,937 over that age. There were also 54 schools taught the whole year. Gewerbeschulen were reported at Riesbach and Zürich. In the former were 88 pupils over 15 years old and 9 teachers; in the latter, 467 pupils of like age and 22 teachers. Other schools of this canton were the industrial art school of Zürich, 2 schools for modelling, an evening school for girls, a girls' work school, and a cantonal technical school. The university at Zürich (or German-Swiss high school, as it is called) had 351 students in the winter semester of 1881-'82. They were subdivided into 18 theological students, 34 for law, 180 studying medicine, and 119 philosophy.

In the *Canton of Berne* there are primary, secondary, review, handiwork, watchmaking, and other industrial schools. The handiwork and technical industrial schools embrace instruction in drawing, modelling, practical reckoning, elements of geometry (especially surface and body measurements), book-keeping in German and French, physics and chemistry, and technological branches. Eleven such schools reported in 1880, with 450 pupils. The handiwork school of Berne had 181 pupils in 1878-'79. The drawing school of Brienz, at the end of 1880-'81, had 38 pupils; that of St. Immer, 43 pupils. The art school of Berne has 4 teachers and from 15 to 20 pupils who are studying oil painting, drawing (academic and ornamental), modelling, painting in water colors, perspective and technical drawing, and methods of instruction in drawing. The city of Berne has 2 secondary schools for boys, with 5 classes each; the boys enter these schools after passing through 4 primary school classes. The girls' schools have two divisions: a secondary school for pupils from 10 to 15 years of age and an upper division for those from 15 to 19 years. Here, too, in the one school for girls, is a five years' course, as in the boys' schools. The studies included in the schools for girls are religion, pedagogy, German, French, English, mathematics, history, geography, natural history, singing, drawing, writing, fancy or handiwork, gymnastics, letter writing, a business course with book-keeping, knowledge of different kind of wares, and domestic economy. Berne University enrolled 385 students, viz: in the theological courses, 35; in the legal, 139; in the medical, 150; and in the philosophical, 61.

Lausanne, Canton of Vaud, gives information for 1880-'81 of 98 schools for boys, 99 for girls, and 624 mixed schools; pupils, 33,876, from 7 to 16 years of age; teachers, 509 men and 312 women. The normal school had 154 students in 4 classes; the industrial school, 414 pupils in 8 classes; the cantonal college, 229 pupils in December, 1881; the Gymnasium, 91; and the academy, 264. The 17 communal colleges had 353 pupils in the classical divisions and 982 in the scientific divisions. Twelve villages report superior schools (higher schools for girls), with 705 pupils. At these district schools were 170 teachers. Many private institutions are also reported, with from 150 to 200 pupils. The deaf and dumb institute at Moudon had 29 in its courses; an agricultural course (at Lausanne), 24 students.

Aargau reports 34 review schools, 4 of them for industries. The most important is at Lenzburg; its courses are continued the whole year.

St. Gall's school districts brought 2,385,898 francs to the public schools in 1879-'80; in 1880-'81 the sum was increased to 2,527,445. The cantonal fund for education was a million francs.

Lucerne reported 24 district schools in 1879-'80, with 551 pupils in the winter course. The summer course of 1880 was held in 23 district schools; pupils, 417. In 1880-'81 there were 24 secondary schools, with a total of 592 pupils. An additional 226 pupils were noted in Lucerne City, Münster, Sursee, and Willisau. Pupils of the canton taking the winter and full year's course were 1,029 in 1879-'80 and 728 in 1880-'81.

Graubünden (Grisons) had 358 pupils in the cantonal schools in 1880-'81 to 361 in the

preceding year. At the Gymnasium were 67 pupils; in the Realschule, 168; teachers' seminary, 123; total, 358. These figures are for the beginning of the year.

Basle reported 44 "review" schools in 1879 and 34 in the winter of 1880-'81. The pupils numbered 647 at the beginning of the course and 472 at the termination. Reading, composition, arithmetic, and a knowledge of the history of Switzerland were among the branches taught. The drawing and modelling school of the city of Basle, which was founded in 1796, was to undergo certain changes in the plan of organization. In 1879-'80 800 students were reported; the average was 740. The school for woman's work had 139 pupils in the latter part of 1880. Branches taught were sewing by hand and machine, dressmaking (pressing, cutting, trimming), arithmetic, and book-keeping. Basle University had 267 students in 1881-'82 (winter semester): in the theological course, 56; legal, 41; medical, 100; philosophical, 70.

Geneva's review (Fortbildung) school numbered 104 students in 1879-'80; the commercial and industrial school, 146 regular students and 206 externs; the school for watch-makers, 90 pupils in 1880-'81, at the end of the year 58, 28 having finished their apprenticeship, and 4 leaving before the close of the course. Both theoretical instruction and practical instruction are given in this school. The studies cover French, arithmetic, mathematics, linear drawing, physics, and book-keeping. The drawing and art schools of Geneva City were divided as follows in 1880-'81: 2 preparatory schools, with 63 pupils; 1 school for young ladies, with 164 pupils; 1 middle school for modelling and ceramics (with 29 pupils) and for drawing from the figure (34 pupils); 1 school for ornamentation and architecture, 54 pupils; 1 school for art industry, 72; 1 school for designing from nature (lasting from November to April), with 27 pupils; 1 school of fine arts, with 18 pupils. The canton has also a faculty of medicine, a school of chemistry, a school of pharmacy, and now a school of dentistry. With 100,000 inhabitants, the expenditure for educational purposes is quite remarkable. In 1865 it amounted to 343,909 francs, that is, 11 per cent. of the total expenditures for cantonal affairs. In 1880 the amount was 1,135,535 francs, or 23 per cent. of the expenditure from the treasury, viz, 4,907,924 francs.

From *Solothurn* the statistics are: 2,034 Fortbildung (or review) pupils, under charge of 212 teachers in 1880-'81.

Thurgovia had in the winter of 1880-'81, in similar schools, 2,464 pupils and 240 teachers.

Glarus reported an additional number of such review schools. The number in 1880-'81 was 22, with 550 pupils. Of these, 320 were over 16 years of age.

Schweyz, in 1881, reported a drawing school, with 40 pupils; a "review" school, with 24 pupils, at Ibach; another at Einsiedeln, pupils not given, but with instruction in elementary branches, book-keeping, drawing, and French.

Uri had 1,330 male and 1,354 female pupils in the primary and secondary grades. The teachers were: men, 25; women, 25. Two districts kept all-day schools throughout the entire year; 2 districts, half-day schools for the whole year. Three districts had all-day schools for half of the year and 16 had half-day schools for the half year.

TRKEY (in Europe): Area, 62,028 square miles; population, 4,275,000.

No reports are at hand from this section of the world, but from a statement made by the inspector of the burgher schools at Constantinople it is learned that 450 burgher schools are found in Constantinople and the provinces at present. More than 5,000 pupils attend these schools. About 160 graduates were noted, to 60 in the preceding year.

Bulgaria.—In 1878-'79 there were 1,088 primary schools in Bulgaria, and in 1881 the number had increased to 1,365. The primary schools are supported by the communes and also by the churches, the latter contributing two-thirds of the products of the sale of candles for the purpose (the manufacture of candles for religious purposes being a monop-

oly of the clergy). The communes contribute a portion of their domain for school purposes. Before the Russian occupation the school-houses were wretched structures. More than four hundred have been built since then. It was found easier to build these unpretending edifices than to find teachers. Under the Turkish rule intelligent Bulgarians who wished to remain in their country were obliged to become teachers, priests, or physicians. Since the advent of Russian rule the same class of people have found employment in administrative affairs, and those who have remained with the schools have had the task of hastily preparing young persons who were willing to serve as teachers. After six weeks or two months of pedagogical training these young teachers enter upon their profession. Two-thirds of the Bulgarian schoolmasters are from seventeen to twenty-four years of age. In 1881 two normal schools were established.

Besides the purely Bulgarian schools, the government has had to preserve the Musulman and the Israelite schools. There are about 300,000 Turks remaining in the principality, and the instruction in their schools is entirely religious. The Jews are the descendants of those who were expelled from Spain by Philip II and speak Spanish to this day. Their schools are of a primitive character, but have been much improved recently through the efforts of the Hebrew alliance. Twelve cities have secondary schools, and at Sophia there is one where the ancient languages are taught. As yet (1881) there is no superior education. An agricultural school will soon be opened. Students of special branches (law, medicine, industrial arts) pursue their studies abroad, the majority of them at government expense.

Roumelia.—In Eastern Roumelia, with a population of over a million, there were, in the school year 1880-'81, 1,412 primary schools, with 80,591 pupils, of whom 23,789 were girls. The Bulgarians, who form the greater part of the population, had 841 schools, with 48,000 scholars; the Turks, 471 schools, with 15,189 scholars; and the rest were scattered among Greeks, Armenians, and Jews, who made up the rest of the population. Education is obligatory in Roumelia from the seventh to the thirteenth year, and the statute further declares that after fifteen years from the date of its publication only those individuals shall have the right to vote who shall be able to read and write Bulgarian, Greek, or Turkish. According to the most probable calculations, two-thirds of the children of the province were subject to the compulsory law. The majority of the teachers were Bulgarians. Among the Turks the imans and muezzins perform the functions of teachers. There are no normal schools, but young teachers study pedagogics during the vacations. Inspection is performed not by special officers but by physicians, ecclesiastics, and other prominent individuals. There are four secondary schools, which have been established since the Russian occupation, two for boys and two for girls. There is no superior education. Some young students are educated abroad at the expense of the government, as in Bulgaria.

II.—ASIA.

BRITISH INDIA: Area, 1,425,723 square miles; population, 254,899,516.

In 1870 the government of India made over to the local governments several departments of the administration, including education, with a fixed imperial assignment for their support.

In respect to education, it was especially stipulated that the existing code, the grant in aid rules, and other matters of general principle should not be affected by the transfer.

The systems of education maintained in the several provinces under this arrangement bear a general resemblance to that of Great Britain. The expenditures are met by grants in aid, local taxes, tuition fees, subscriptions, endowments, &c. With respect to grade, the institutions are classified into universities, colleges, secondary schools (including high and middle schools), primary schools, and schools for special or technical training. With respect to their relation to government, the institutions shown in the official reports are classified into government schools, aided private schools, and unaided private schools under government inspection. This simple outline comprises a system of com-

plicated detail, of which the most prominent features are separate schools for boys and girls, the division of the schools into English, vernacular, and English and vernacular, and the classification of scholars by race or creed.

Universities.—Superior education is provided in the universities of Calcutta, Madras, and Bombay. A fourth university will doubtless soon be added, a bill for conferring upon the Punjab University College the powers of a university having been transmitted to the secretary of state, who had previously intimated his approval of the measure. London University has furnished the model for those of India. Their function is to confer degrees upon matriculates who study in the affiliated colleges and schools and upon such other candidates as may be presented under the rules of the senates.

Degrees in science have recently been instituted in the Bombay University and the name of the first arts examination changed to the previous examination, to indicate the place it now holds as introductory to both degrees in the faculty of arts, viz, B. A. and B. SC.

During the present year the Bethune School for Girls has been added to the number of government colleges affiliated to the Calcutta University. Its courses lead to the first examination in arts.

The record of university examinations and passes for the year gives some idea of the extent to which the people avail themselves of the provision for superior education.

Examinations.	Bombay University.		Calcutta University.		Madras University.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Matriculation or entrance examination.....	1,260	6429	2,081	1,184	3,519	1,371
ARTS COLLEGES.						
First arts examination.....	405	179	840	320	478	167
B. SC. examination	62	2				
B. A. examination	100	84	295	126	195	113
M. A. examination.....	7	4	48	30	9	5
COLLEGES FOR PROFESSIONAL TRAINING.						
Engineering.....	c36	26				
L. C. E. examination.....	d23	17	27	10		
B. C. E. examination			4	3	2	1
Medicine:						
Preliminary scientific.....					5	5
L. M. S. first examination.....	28	21	47	17	6	3
L. M. S. second examination.....	28	24			8	8
First M. B. examination			32	11		
M. B. examination.....			15	9		
Honors in medicine.....			2	1		
Law:						
B. L. examination	25	17	86	35	41	7
B. C. L. examination					2	2
<div style="display: flex; justify-content: space-between; padding: 0 10px;"> a 1 girl. b First B. SC. c First L. C. E. d L. C. E. </div>						

The year was signalized by the success for the first time in India of two young native ladies at the first arts examination at Calcutta University and two at Madras University. The latter bestows the degrees in arts upon candidates who have not qualified in a classical language. From the classification of the examinees with respect to race and creed, it appears that the Brahmins take the lead in higher education.

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The expenditure upon the three universities for the year under report was 143,555 rupees (a rupee=39 cents).

The following summaries are derived from the official reports on public instruction in nine provinces (Bombay, Bengal, Madras, Punjab, northwestern provinces and Oudh, Assam, central provinces, Coorg, and British Burmah) and two native states (Hyderabad and Mysore): Population, 201,064,016; number of scholars in arts colleges March 31. 5,620; number in colleges for professional training, 1,497; number in schools for special or technical training, 19,847; number in secondary schools (high and middle), boys, 260,854; girls, 14,486.

Secondary instruction.—Secondary education is most widely diffused in Bombay and Bengal. In the former it is estimated that the ratio of boys in high schools to the whole population is 1 to 5,000, in middle schools 1 to 1,666; in the latter the estimates are: for high schools, 1 to 1,400; for middle schools 1 to 1,000.

Elementary instruction.—The reports of primary instruction include all the aided schools and unaided schools under government inspection. These had, March 31, a total enrolment of 1,888,345, viz, 1,784,988 boys and 103,357 girls.

The total annual expenditure for primary education was 6,685,070 rupees, of which 6,178,713 were for boys' schools and 506,357 for girls' schools. The total government expenditure for primary education was 2,238,797 rupees, of which 2,016,771 were for boys' schools and 222,026 for girls' schools. The expenditure for primary education is not a very high percentage of the total expenditure for education. In Bombay, where it is highest, the expenditure for primary schools for boys was 38.28 per cent. of the total expenditure and for girls 4.02 per cent.

The proportion of government expenditure to the total expenditure varies greatly in the several provinces. This is partly due to the operation of the payment upon results system and partly to the constant endeavor to reduce the government appropriations and to secure adequate support for the schools from district and municipal funds.

In the three provinces reporting the largest expenditure, the ratios of government expenditure to the total for primary education are as follows: Bombay, for boys' schools 21 per cent.; for girls', 17 per cent.; Bengal, for boys' schools, 19 per cent.; for girls', 40 per cent.; Madras, for boys' schools, 9 per cent.; for girls', 24 per cent.

The policy of the government is to reduce appropriations; at the same time a strong opposing party maintain that the increase of local taxation is impossible. The director of public instruction for Bombay, in his report for 1880-'81, observes that the local resources are now almost entirely appropriated and that a further extension of primary education depends mainly on the ability of government to make a larger grant in aid of local fund schools. Similar statements are made by other directors. The question of school revenue promises to become the most important of any affecting the progress of education in India.

The current reports call attention to the growing interest in education in the rural districts and among the Mahometan population, to the tendency to multiply schools for girls, and to the steady increase in the number of indigenous schools brought under government inspection. With all that has been accomplished, however, it is estimated that upwards of 25,000,000 children needing primary education are uncared for, and such is the urgent necessity of extending the means of elementary education among the masses of India that an educational commission is to be organized to devise practical measures for meeting the demand.

The total number of scholars reported in inspected schools of all classes in the nine provinces and two native states under consideration was 2,190,197, of whom 206,832, or a little above 9 per cent., were studying English.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 34,338,479. Capital, Tokio; population, 811,510.

The latest educational statistics for Japan are to be found in the Report of the Commissioner of Education for 1879. The Japanese code of education. revised to Decem-

ber 28, 1880, was fully stated in the report for 1880. A late item of information is that the Japanese minister of education has gone to Berlin for the purpose of studying German methods of education. Certain changes, as a result of this visit, are to be introduced in the home system. According to a statement made by him, there were 53,000 government schools in Japan in 1872, arranged according to European models; this gives one primary school to every 640 inhabitants. In 1875 the number of pupils was about half a million, and in 1877 there were 1,500,000 male and 500,000 female pupils. Some 57,000 men and 1,275 women were teaching at that date. As the number of persons of school age is, however, over five millions, many new schools are necessary. Private persons have contributed over thirty million dollars for school purposes, besides large gifts of lands, and the number of pupils in 1881 exceeded three millions.

III.—AFRICA.

EGYPT, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

IV.—NORTH AMERICA.

DOMINION OF CANADA: Area, 3,470,392 square miles; population, 4,324,810. Capital, Ottawa; population, 27,412.

Each of the seven provinces forming the Dominion of Canada has power to regulate its own local affairs, including education, so far as may be done without interfering with the policy and action of the central administration under the governor general.

Public instruction in most of the provinces is under the control of a council of education and of one or more superintendents, according as the religious element is or is not recognized. Full information upon this point is embodied in my annual report for 1876.

a. BRITISH COLUMBIA: Area, 341,305 square miles; population, 49,459. Capital, Victoria. Superintendent of education, C. C. McKenzie.

The report of the superintendent for 1881, being the eleventh annual report, includes a brief survey of the decade.

Total enrolment in common schools for the current year, 2,579; average daily attendance, 1,313.61; enrolment in high school, 74; average daily attendance, 45.07; total enrolment for all public schools, 2,653; total number of teachers, 68; permanent staff, 62; total annual expenditure for education, \$58,515, of which sum \$9,254 were for buildings and insurance. From the review of the decade it appears that during the period the sum of \$480,395 has been expended for education and that more than 6,000 children have been instructed.

b. NEW BRUNSWICK: Area, 27,174 square miles; population, 321,233. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

The mode of support of schools in New Brunswick is threefold: (1) District assessment, (2) county assessment, and (3) government grants. The government grants for the year, as shown by the tables, amounted to \$155,020; the county assessment, to \$33,927; the district assessment is not given in the report, but is estimated by the superintendent at \$250,000.¹ To these sums should be added annual government grant to university, \$8,844, and government grant for education of the blind and of deaf-mutes, \$1,220, making a total of \$499,012.

The following statement of average rate of salaries is also furnished by the superintendent—

¹For this and other interesting information pertaining to the school system of New Brunswick, I am indebted to a private letter from Hon. Theodore H. Rand. Of this item he says: "Probably I have placed the district assessment too low in my estimate."

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ent: first class males, average for whole province, excluding principals of grammar or high schools, \$508; second class, \$315; third class, \$236; first class females, \$339; second class, \$230; third class, \$186.

The school year consists of a summer term of 108 teaching days and a winter term of 117 teaching days. Number of schools reported for the term, 1,368, having 1,410 teachers and 52,739 pupils. The enumeration includes 14 grammar schools, having 14 principals, 38 other teachers, and 618 pupils. Number of schools reported for the winter term, 1,297, having 1,356 teachers and 49,550 pupils; 14 grammar schools are included, having 14 principals, 36 other teachers, and 589 pupils. Total number of different pupils in attendance upon the schools during the year, 62,623; proportion of the population enrolled during the summer term, 1 in 5.42; during winter term, 1 in 5.77.

The attendance upon the normal school for the annual session closing July 1, 1881, was 130 students, of whom 32 belonged to the French preparatory department. The model department enrolled 188, viz, 78 boys and 110 girls.

c. NEWFOUNDLAND: Area, 40,200 square miles; population, 181,753. Capital, St. John's.

Following is from the report of Hon. William Pilot, superintendent of Church of England schools, for the year ending December 31, 1881:

Total number of pupils reported in schools under Church of England boards, 9,326; number of teachers employed, 129; total expenditure, \$26,523.06.

d. ONTARIO: Area, 101,733 square miles; population, 1,923,228. Capital, Toronto; population, 86,415. Minister of education, Adam Crooks, LL. D., Q. C.

School population and attendance.—Total school population (5 to 16), 489,924; number of pupils 5 to 16 attending public schools, 464,395; number attending high schools, 9,633; number attending universities, colleges, private schools, &c., 5,750; number under 5 or over 16 attending the several classes of schools, 27,611. Estimate of number 5 to 16 not attending any school, 10,146, or 2 per cent. of the total school population. Average daily attendance at the public schools, 220,068.

Receipts and expenditures.—Total receipts for all public school purposes, \$3,254,829; total expenditure, \$2,822,052, of which \$2,113,180 were for teachers' salaries. Average cost per pupil, based on total expenditure, was \$5.66 for rural districts, \$6.90 for cities, \$6.07 for towns, being for the whole province \$5.85.

The system of public instruction in Ontario is so highly approved that a detailed account of its organization will doubtless be of interest to those who may be intrusted with the development of a system elsewhere. For the following statement I am indebted to Philip Carroll, esq., United States commercial agent at Port Stanley and St. Thomas, Canada:

Outline of the system of public instruction in Ontario.—The law provides for a department of education which shall be presided over by the minister of education. The powers and duties of the department of education are: (1) To prepare from time to time, subject to the approval of the lieutenant governor, text books, programme of studies, general rules and regulations for the organization and government of all the schools and collegiate institutes, together with all other rules which may seem proper and appear to enhance the interests of education. (2) To distribute, within certain restrictions, the annual appropriation for the purpose of education, to appoint inspectors, and to require applicants for teacherships in all the schools to furnish evidence of their qualifications, and to prescribe the conditions upon which pupils shall be admitted to the high schools and collegiate institutes, &c.

The law provides for public schools, high schools, collegiate institutes, separate Catholic and separate colored schools, &c. For the support of these schools the provincial parliament makes an annual appropriation, which is divided equally upon the basis of attendance at each school.

The province is divided into school districts, the residents of which are annually taxed a certain amount, equal at least to the legislative grant, toward the support of the school to which they send their children; but no one is taxed for the support of a school to which he or she does not send children. Should the amount realized from the residents

of a school district under this provision not equal the amount apportioned from the legislative grant, the latter is withheld until an equal sum shall have been raised. All children from seven to twelve years of age have the right to attend some school or to be otherwise educated four months in each year. A parent or guardian who fails to provide for the education of his or her children between the ages adverted to is liable to a fine of \$5 for the first offence and double that sum for each subsequent offence.

A petition signed by five Roman Catholics in any school district is the only requisite to the establishment of a separate school of that faith and to a share of the annual legislative grant.

In the case of colored people twelve names are necessary to a petition in order that they may have the privilege of establishing a separate school and the right to a share of the grant in question.

In the public and other schools or institutes the religious feeling of each pupil or student is scrupulously respected. In all these it is optional with the pupil or student as to whether he or she shall attend any particular religious service not his or her own.

The teachers in the various schools and institutes have to undergo very stringent examinations before the central committee, provided for in the act, which awards them first, second, or third class certificates, according to their qualification or grade, when they shall be deemed qualified to teach. No one who is not a subject of Her Majesty is eligible to teach, no matter what his qualifications. This is law; but I am informed by Mr. N. W. Ford, a teacher in the Collegiate Institute at St. Thomas, to whose courtesy and kindness I am indebted for the books from which I select the data for this report, that any person who can pass the examination is permitted to teach in the province.

No foreign books are permitted to be used in any model or public school without the express permission of the department of education.

The public school year consists of two terms, commencing on the 3d of January and ending on the 7th of July, and again on the 18th of August and ending on the 23d of December.

In the rural school sections, which are limited to five miles in length and breadth, respectively, there are three trustees to each, elected for three years, or until their successors shall have been elected by the ratepayers thereof.

In all towns not divided into wards and in all incorporated villages there are six school trustees to each town or village. Each town or city divided into wards has two trustees to each ward. A trustee cannot be reelected against his own consent until four years shall have elapsed from the date of the expiration of his term.

The law also provides for a certain number of county, town, and city inspectors, who shall be appointed by the county council or city or town school board, as the case may be. The county inspectors receive as compensation not less than \$5 each per school annually from the county, and an additional \$5 each per school per annum from the "consolidated revenue fund." They are also allowed travelling expenses, to be determined by the county council. The compensation of the city and town inspectors is determined by the board appointing them.

The schools are variously designated as public schools, high schools, normal or model schools, separate Catholic and colored schools, and collegiate institutes. There is a high school or collegiate institute in every county or union of counties, but the county council can, under certain restrictions, establish more.

A collegiate institute must have a daily average attendance of sixty male students studying Latin and Greek and four masters teaching the same, to entitle it to be classed as a "collegiate institute."

The county council has the power, with the approval of the lieutenant governor, at its annual June session, upon the recommendation of the minister of education, to discontinue any high school within its jurisdiction.

No person can be appointed head master in a high school or collegiate institute unless he shall be a graduate of arts of some university within Her Majesty's dominions and furnishes satisfactory evidence of his knowledge of the science and art of teaching.

All teachers who, while engaged in the profession, contribute to the "superannuated teachers' fund" are entitled to be retired upon reaching the age of sixty and to receive \$6 per annum for each year of service, and all teachers under sixty who have contributed in like manner and are or may become disabled are entitled to a similar sum, and in certain cases those of both ages are entitled to \$1 extra per annum for each year as above.

The high schools, collegiate institutes, and public schools in the same district open annually on the 7th day of January and close on the Thursday before Easter, reopen on the first Tuesday thereafter and close again on the 13th day of July, reopen on the 1st day of September and again close on the 22d of December, thus making three vacations in these respective schools annually.

The admission of pupils to the high schools and collegiate institutes is determined by a board of examiners consisting of the county, city, or town inspector of public schools,

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the chairman of the public and high school or collegiate institute boards, and the head master of the high school or collegiate institute. The questions to be propounded are prepared by the "central committee" and transmitted by the minister of education to the inspector of the city, town, or county, as the case may be, who shall be the chairman of the board adverted to and who shall prepare a return of the answers of each candidate and transmit it to the minister of education for approval or disapproval.

Besides the schools hereinbefore enumerated, there are industrial schools, in which children are lodged, clothed, fed, and taught. Any child under the age of fourteen years who is destitute, vagrant, unruly, or under the control of vicious parents or guardians may be brought before a magistrate and sent to an industrial school, but in no case for a longer period than until the child shall have attained the age of sixteen years.

e. QUEBEC: Area, 188,688 square miles; population, 1,359,027. Capital, Quebec; population, 62,446. Superintendent of public instruction, Gédéon Ouinnet.

Total number of schools of all classes, 4,800, having 6,906 teachers and 238,126 pupils; total number of pupils in schools under supervision, 235,574; average attendance, 180,370; total amount levied for public instruction in the province in 1880-'81, \$1,997,135.

Among the measures for the consideration of the legislature the superintendent urges the appointment of an inspector general as a means of bringing the superintendent and the inspectors into closer relations; the legal requirement that school commissioners and trustees shall know how to read; and the engagement of teachers for a period of not less than five years.

The three normal schools were attended during the year by 314 students, of whom 189 passed the examinations at the end of the year entitling them to diplomas, as follows: as teachers for academies, 18; for model schools, 72; for primary schools, 99.

The polytechnic school of Montreal was founded in 1873 for the purpose of training: (1) Civil engineers, capable of conducting, directing, and executing all works of art and of construction upon the surface of the soil; (2) mining engineers, capable of conducting, directing, and executing all works of discovering, extracting, and working ores and minerals, and their transformation into useful metals; (3) mechanical engineers, capable of designing, putting together, and constructing all engines and machines used in manufactures; and (4) industrial engineers, capable of applying the physical and chemical sciences to products and manufactures. The course of study extends over five years and is calculated to meet all the scientific and industrial requirements of the country. The curriculum of the first two years of study is precisely the same for all the pupils, who must have a sufficiently extensive knowledge of mathematics, the natural sciences, and drawing before commencing the special study of any one of the four branches of civil engineering. At the end of the second year the pupil selects the branch which he prefers and studies it in a special manner during the last year at the school. From the opening of the polytechnic school until now 33 pupils have matriculated; of these, 11 left for various reasons before completing their course, 12 are still at school, and 10 obtained the diploma of civil engineer. From the establishment of the school in 1873 to the close of the financial year 1879-'80 the total cost of its maintenance was \$38,565, of which sum the Government contributed \$21,000, pupils' fees amounted to \$1,536, and the balance was paid by the Catholic commissioners of Montreal, which, with the value of grounds, building, and furniture, made a total from the last source of \$36,436.

V.—SOUTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 2,400,000. Capital, Buenos Ayres; population, 200,000.

The following account of education is taken from the annual message to congress (received as this report is going through the press) of Julio A. Roca, president and chief executive officer of the republic:

Receiving aid from the government are 1,505 schools, with 112,400 pupils. This does not include normal and model schools and schools annexed to the national colleges.

At the capital there are 170 public and 118 private schools, frequented by 33,190 pupils. The figures are not given for the provinces, but previous reports indicate a large number of schools, although there is a manifest decrease in proportion to the population. A lack of competent professors is reported, and financial embarrassments prevent the establishment of as many educational institutions as are needed. Only 13 normal schools are mentioned, and, although 4 more are to be started, this will not suffice to prepare as many teachers as are required. The attendance at the national colleges in certain provinces is not what it should be, and many students who desire to enter are not sufficiently prepared. For this reason the annexes have been founded in connection with some of the colleges. Much improvement is noticeable as a result of these schools. An educational commission has been working for some time to place primary instruction on a more solid basis. So far this commission has succeeded in arranging for a better administration of the school funds, for an inspection of the schools in the provinces where there have been difficulties between the authorities, for the erection of spacious and hygienically constructed buildings. Other changes for the better are being made in various educational institutions supported by the state: some are to be enlarged; others furnished with new apparatus; normal schools and universities are having large additions made to their various collections; and in some nothing more is required. Satisfactory reports are received as regards the instruction in the universities.

BRAZIL: constitutional empire: Area, 3,287,964 square miles; population, 9,443,233. Capital, Rio de Janeiro; population, 274,972.

Public education is divided into three distinct forms or classes: primary, secondary or preparatory, and scientific or superior. According to the constitution, primary instruction is gratuitous and will some time become compulsory. Education is still in a backward state and no statistics can be given, but the following statement indicates a tendency towards progress: Since the termination of the war with Paraguay a general awakening on the part of the state authorities, private institutions, &c., as to the needs of Brazil in respect to education has been perceptible. No effort has been spared within the last few years to develop public instruction and large expenditures have been made towards that end. An examination of the annual budget shows an increase of funds voted from year to year by the government for the purposes of superior instruction throughout the various provinces. Large sums have also been voted for primary and secondary education at Rio de Janeiro. According to the constitution, superior instruction in the provinces and both primary and secondary at the capital depend on the amounts voted by the general government. The various ministers since the war with Paraguay have done much towards modifying the methods of instruction in Rio de Janeiro. Many school-houses have been erected, the latest furnishings and apparatus added; new schools established; collections for object teaching organized; translations into Portuguese made of the best text books used in the schools of France, Germany, and the United States; the position of primary teachers improved, &c. The result is that teachers do better work, the attendance of pupils has been looked after, and the schools generally rank higher. Pupils have also been aided to get school books and the necessary apparatus so as to advance in their studies.

CHILI, republic: Area, about 300,000 square miles; population (January 1, 1880), 2,183,434.

Public education in Chili is divided into primary, secondary, and superior. The free public schools in 1880-'81 numbered 638, divided into 114 city schools for boys and 141 for girls, and 101 country schools for boys and 264 for girls; 18 schools were added during the year, making the total as above. The number of children enrolled in the public schools was 24,961 boys and 23,833 girls—total, 48,794; average attendance, 34,089. To this must be added the private and society schools, numbering 405, with 15,106 scholars: 9,218 boys and 5,888 girls. The total number of public and private schools

was therefore 1,043. There are 4 normal schools to supply teachers for these schools. In 1881 congress appropriated \$1,119,620 for school purposes. The higher and intermediate or secondary schools are free and have their own buildings, apparatus, &c. The principal one, founded at Santiago in 1813, is called the National Institute. In the provinces these schools take the name of liceos or high schools. The university preparatory course in the National Institute in 1880 had 843 students, distributed as follows: Physical sciences and mathematics, 34; medicine, 263; law, 389; pharmacy, 86; drawing, painting, and sculpture, 71. The 17 high schools in the provinces had 2,176 students, and there were 918 enrolled in the intermediate course at the institute, making a total of 3,937 of this class of students.

The university at Santiago has 5 faculties (law, medicine and surgery, engineering and architecture, theology, and philology). The number of students at the university in 1880 was 724. The high schools give instruction in Latin, French, English, general history, and history of Chili and America, philosophy, literature and history of literature, physical geography, physics and chemistry, mathematics, drawing, natural history, and book-keeping. In the schools in the mining districts the application of physics and chemistry to mining and metallurgy is taught, and in commercial centres suitable instruction is given to prepare students for active life. There are also an agricultural school, a technical school, and a school of fine arts.

In Santiago is the national library, with more than 60,000 volumes. The university, institute, and many private schools as well as the provincial schools have excellent libraries also. In Santiago and Valparaiso there are museums of natural history, and in Senena and Copiapo, museums of mineralogy.

UNITED STATES OF COLOMBIA, federal republic: Area, 504,773 English square miles; population (in 1870), 2,351,323.

This confederation of nine states has its primary, secondary, and superior instruction under the direction of a secretary of state, who is a part of the federal ministry. Each state has also a director of public instruction, as an officer of the ministry, and each director has at his orders as many superintendents as there are departments in each state. Each department is divided into districts, in each of which the educational affairs come under charge of a school commission composed of 3 members named by the superintendent. This commission watches over the school attendance, which is obligatory for all children between 8 and 14 years of age, attends to the establishment of new schools in rural districts, oversees the monthly examinations for promotion, and presents the requisite reports to the superintendent. This system of public instruction was established in 1870. Normal schools were founded throughout the confederation, and the schools generally were arranged as lay institutions. A revolt on the part of those desiring religious instruction in the schools, in 1876, was soon quelled, and the lay schools are continued. The course of studies in the primary grades comprises reading, writing, arithmetic, national and universal geography, history, agriculture, botany, zoölogy, French, English, German, Spanish, and military exercises. The primary schools number 1,500; pupils, 75,000. Numerous private schools are also reported, Bogota alone, with a population of 100,000, having 22. The National University, the military school, and schools of architecture, painting, and music are at Bogota; the school of mines is at Antioquia; the naval school, at Cartagena.

VI.—AUSTRALASIA.

SOUTH AUSTRALIA, British colony: Area, 308,425 square miles; population, 279,865. Capital, Adelaide. Minister controlling education, J. Langdon Parsons.

The following information is derived from the annual report for 1881 :

School attendance.—Average monthly enrolment in public and provisional schools, 27,961; average attendance, 20,653. Average monthly attendance of scholars holding

free certificates, 2,220. Number of teachers at the close of the year, 786; percentages of pupils passed at inspector's examination: public schools, 69.87; provisional schools, 61.77; infant departments, 84.40. Average duration of schools, public, 225.5 days; provisional, 224.1 days.

The number of night schools open during the year was 73 for an average of 69 nights each; average monthly attendance, 1,360; amount of fees received from scholars, 590*l.* 12*s.*; bounties paid by department, 722*l.* 15*s.* 3*d.* The advanced school for girls had an attendance of 98 during the last quarter of the year, being an increase of 21 over the number for 1880.

The report of the training college shows that 41 pupils were admitted in January, of whom 36, viz, 23 men and 13 women, completed the course. At the certificate examination, held in December, all the students, except one who was ill, were presented and were successful.

Cost of education.—The average cost for each child instructed during the year was 1*l.* 14*s.* 0*d.*, and for each child in average attendance, 3*l.* 0*s.* 10*d.* If the expenses of management and inspection be added, these rates will be 1*l.* 18*s.* 0*d.* and 3*l.* 7*s.* 11*d.*, respectively. The amount of school fees paid by the parents was 19,736*l.* 13*s.* 6*d.*, of which sum 13,119*l.* 14*s.* 11*d.* were retained by the teachers of public and provisional schools. The same teachers received from the department 1,319*l.* 13*s.* 4*d.* on account of scholars whose fees are paid by the state.

The total amount expended in school buildings was 31,487*l.* 8*s.* 8*d.* The total cost of public instruction during the year 1881, exclusive of the expenditure on school buildings, was 91,410*l.* 17*s.* 1*d.*; the revenue in aid of the foregoing expenditure, derived from the rents of dedicated lands and other sources, was 19,550*l.* 16*s.* 5*d.*, showing the net cost to the state to be 71,860*l.* 0*s.* 8*d.* The total area of lands dedicated for educational purposes amounted on the 15th of December to 241,538½ acres.

Compulsion.—Under the operation of the compulsory act the percentage of children absent without a satisfactory reason shows a steady decline.

NEW SOUTH WALES, British colony: Area, 323,487 square miles; population, 751,468. Capital, Sydney; population, 220,427.

My report for 1880 gives particulars of the public instruction act which went into operation May 1, 1880, together with a somewhat detailed account of the progress of the system for that year. No later report has been received from the colony.

Sydney University.—New South Wales was the first colony in Australasia to found a university. It was incorporated by act of Parliament in 1851 and is constituted on the model of the British universities. It is supported by the state, and up to the present time has cost in buildings and endowments over 200,000*l.* The object of its founders was to offer the highest forms of culture to all, "without any distinction whatsoever." The university receives an assured government endowment of 5,000*l.* a year, and each of the colleges 500*l.* for salary of a principal. About 50,000*l.* have been bestowed upon the university by wealthy colonists for scholarships and prizes, and recently 180,000*l.* was bequeathed to it by the late Mr. J. H. Challis. By a royal charter graduates are entitled "to the same rank, title, and precedence as graduates of universities within the United Kingdom."

Large grants have been given to supplement private subscriptions for the affiliated colleges within the university, of which there are now three: the Anglican College of St. Paul, Roman Catholic College of St. John, and the Presbyterian College of St. Andrew. There are several other colleges erected and maintained at great expense by the Church of England, the Roman Catholic Church, and other denominations.

The secondary educational institutions include several of high character, among which are the Technical or Workingmen's College and the Sydney Grammar School.

CCLXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

QUEENSLAND, British colony: Area, 668,224 square miles; population, 218,525. Capital, Brisbane; population, 31,108. Secretary for public instruction, A. Archer.

From the report of the secretary it appears that in 1881 there were 341 schools in operation, with 364 classified teachers and a large number of assistants and pupil teachers. The annual enrolment in the schools was 40,309; the average daily attendance, 21,752; the gross expenditure on primary education was 110,231*l.* 3*s.* 8*d.* The department has charge of six institutions for the rearing of neglected children, and during the year maintained 21 children at the New South Wales Institution for the Deaf, Dumb, and Blind.

TASMANIA, British colony: Area, 26,215 square miles; population, 115,705. Capital, Hobart Town. Chairman of the board of education, Henry Butler.

During the year 1881 there were 175 schools in operation; total enrolment, 13,644; average monthly enrolment, 9,258; average daily attendance, 6,701; total expenditure in aid of public schools, 18,191*l.* 7*s.* 7*d.*

RECOMMENDATIONS.

I have had the honor in previous reports to recommend that provision be made, by resolution of Congress, for the publication of 15,000 copies of this annual report. The correspondence of the Office has so increased that this number should now be made 20,000 copies, and whatever Congress may deem best to distribute under the personal direction of members should be in addition to this number.

The organization of the educational museum which I have had the honor to recommend, now fairly commenced, should have sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the offices of the several State superintendents and the leading cities when desired. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances could be collected and distributed to all parts of the country.

The reports of efforts to educate the youth of 30,000 Alaskans continually disclose the embarrassments arising from all absence of local administration of law. It is said the parents are disposed to have their children taught and the pupils learn readily, but it is clear there can be no satisfactory success, that the entire youth cannot be reached, until some form of law is provided for the organization of society. The pledges of the past and the honor of the nation would seem to permit no delay. Some inexpensive form of organization can be devised, and an appropriation of \$50,000, it is believed, would give the work of education an excellent start, and is earnestly recommended.

The remaining recommendations I have the honor most earnestly to renew:

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in

1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,656,144 to 6,239,958 in the same period.

(3) I recommend the enactment of a law requiring that all facts in regard to national aid to education and all facts in regard, to education in the Territories and the District of Columbia necessary for the information of Congress be presented through this Office.

(4) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. SAMUEL J. KIRKWOOD,
Secretary of the Interior.

ABSTRACTS
OF THE
OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,
TERRITORIES, AND CITIES,
WITH
ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

12

1-2

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

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|---|--|
| 1. STATISTICAL SUMMARY..... | (a) School population and attendance.
(b) School districts and schools.
(c) Teachers and teachers' pay.
(d) Income and expenditure. |
| 2. STATE SCHOOL SYSTEM..... | (a) Officers.
(b) Other features of the system.
(c) General condition, marking specially anything new and noteworthy. |
| 3. CITY SCHOOL SYSTEMS..... | (a) Officers.
(b) Statistics.
(c) Other particulars. |
| 4. TRAINING OF TEACHERS..... | (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Educational journals. |
| 5. SECONDARY INSTRUCTION..... | (a) Public high schools.
(b) Other secondary schools. |
| 6. SUPERIOR INSTRUCTION..... | (a) Colleges for men or for both sexes.
(b) Colleges and high grade schools for women. |
| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION..... | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine, dentistry, and pharmacy. |
| 8. SPECIAL INSTRUCTION..... | (a) Deaf, dumb, blind, &c.
(b) Industrial and reformatory training.
(c) Instruction in oratory, music, art, &c. |
| 9. EDUCATIONAL CONVENTIONS..... | (a) Meetings of State associations.
(b) Special meetings of teachers, school principals, and superintendents. |
| 10. NOTEWORTHY BENEFACCTIONS. | |
| 11. OBITUARY RECORD..... | (a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 12. CHIEF STATE SCHOOL OFFICER..... | (a) State superintendent. |

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these reports, the Commissioner of Education here tenders his cordial thanks to all concerned.

ALABAMA.
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age.....	217, 590	217, 590	-----	-----
Colored youth of school age.....	170, 413	170, 413	-----	-----
Whole number of school age.....	388, 003	388, 003	-----	-----
Whites enrolled in public schools..	107, 483	107, 338	-----	145
Colored enrolled in public schools..	72, 007	68, 951	-----	3, 056
Whole enrolment.....	179, 490	176, 289	-----	3, 201
Average attendance of whites.....	67, 794	66, 840	-----	954
Average attendance of colored.....	50, 184	48, 476	-----	1, 708
Whole average attendance.....	117, 978	115, 316	-----	2, 662
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	1, 741	1, 776	35	-----
Public schools for whites.....	3, 085	2, 981	-----	104
Public schools for colored.....	1, 512	1, 591	79	-----
Number of public schools reported..	4, 597	4, 572	-----	25
Pupils in spelling.....	168, 295	165, 157	-----	3, 138
Pupils in reading.....	128, 020	114, 544	-----	13, 476
Pupils in writing.....	80, 167	78, 385	-----	1, 782
Pupils in arithmetic.....	65, 016	74, 669	9, 653	-----
Pupils in geography.....	32, 974	33, 016	42	-----
Pupils in grammar.....	22, 423	22, 214	-----	209
Average length of schools in days..	80	81. 21	1. 21	-----
Days in schools for whites.....	-----	84	-----	-----
Days in schools for colored.....	-----	76	-----	-----
Valuation of public school property..	-----	\$285, 976	-----	-----
TEACHERS AND THEIR PAY.				
White teachers in public schools....	3, 094	3, 053	-----	41
Colored teachers in public schools..	1, 521	1, 645	124	-----
Whole number of teachers.....	4, 615	4, 698	83	-----
White male teachers.....	1, 864	1, 873	9	-----
White female teachers.....	1, 230	1, 180	-----	50
Colored male teachers.....	1, 080	1, 169	89	-----
Colored female teachers.....	441	476	35	-----
Average monthly pay of teachers....	\$21 08	-----	-----	-----
In white schools.....	-----	\$22 98	-----	-----
In colored schools.....	-----	23 15	-----	-----
INCOME AND EXPENDITURE.				
Total receipts for school purposes..	\$388, 013	\$397, 479	\$9, 466	-----
Total expenditure for school purposes.	375, 465	410, 690	35, 225	-----

(From reports of Hon. H. Clay Armstrong, State superintendent of education, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

There are State and county superintendents of education, township superintendents of public schools, and county boards of education. These last are composed of the county superintendent and two teachers associated with him for the purpose of examining teachers and conducting teachers' institutes.—(Constitution and laws.)

OTHER FEATURES OF THE SYSTEM.

To sustain the schools there are the funds supplied from the State treasury, from optional local taxes in each county (except Mobile) of not over 10 cents on the \$100, and from a poll tax of \$1.50 on each male 21 to 45 years of age. Half the proceeds of the county tax must be used for the pay of teachers. School moneys are distributed according to the enumeration of children between 7 and 21 years in each county, but no denominational schools are to receive any. Separate schools for each race are to be maintained by the school authorities. The scholastic month is 20 days of 6 hours each. To receive their pay, teachers are required to be duly licensed, to be members of the county institute for their race (which they must attend once annually), and to furnish quarterly reports to the county superintendent of education.—(Constitution and laws of 1879.)

GENERAL CONDITION.

The State superintendent of education reports steady and gratifying progress and improvement in free education within the year, yet the statistics furnished indicate a slight decrease in enrolment and average daily attendance, in the number of schools, and in the pupils in spelling, reading, and writing. There were, however, 35 more school districts reported, 83 more teachers employed, 9,653 more students in arithmetic and 42 more in geography. The average length of schools in days was 81.21, against 80 last year. The average monthly pay of teachers of white schools was reported as lower than that of colored teachers, being \$22.98 in the former case and \$23.15 in the latter. Mr. Armstrong adds that either the salaries of the teachers of white schools in almost every school district in the State were increased or the schools continued a longer term than stated. The number of school-houses in 1881 was said to be 1,297; their value, \$285,976; number of visits by county superintendents to schools, 2,361; number of institutes held, 89. These statistics are very imperfect, as but few of the counties reported. The total receipts for school purposes increased \$9,466, and the expenditures \$35,225. It is thought that the receipts of the sixteenth section capital fund will be largely increased in 1882, as the legislature passed an act authorizing a compromise and settlement of certain claims, and the results in 1881 promise well for the school fund of the future. An act of the legislature providing for graded certificates of license for teachers, and requiring rigid written examinations to procure them, will, it is said, reduce the number of schools temporarily as well as exclude from the schools worthless and inefficient teachers.—(State report.)

KINDERGÄRTEN.

For any schools of this class reporting for 1881, reference is made to Table V of the appendix.

AID FROM THE PEABODY FUND.

The amount received from this source for the year ending September 30, 1881, was \$1,800. It paid for nine scholarships in the Nashville (Tenn.) Normal College. Promise was made of \$5,000 for the following year.—(State report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

City superintendents are reported for Birmingham, Eufaula, Huntsville, Mobile, Montgomery, Opelika, and Selma; city boards of education for Eufaula and Montgomery; a combined city and county board of school commissioners for Mobile; and a board of trustees for Opelika.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Number of schools taught.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Mobile (county)	48,653	23,865	96	5,180	4,684	126	.....
Montgomery	16,713	8,798	12	995	488	12	.....
Selma	7,529	1,757	14	887	686	14	.....

ADDITIONAL PARTICULARS.

Mobile (including both city and county schools) reports 41 school districts; 60 schools for whites and 36 for colored; general average length of white and colored schools, 166 days; the schools visited 300 times by the county superintendent; 73 school-houses, valued, with school furniture, apparatus, &c., at \$108,700; the average monthly pay of teachers for the white schools, \$41.25; for the colored schools, \$40.90; average cost of pupil a month, 84 cents. The total school population was 23,865, that for the city alone not being given. The number of pupils studying orthography was 5,040; reading and writing, 5,050 each; arithmetic, 4,985; geography, 3,679; grammar, 2,384, all but 86 white; history, 2,055, all white.—(State report.)

Montgomery reports 1 school district, in which 7 white and 5 colored schools were taught an average of 160 days. The enrolment was divided into 351 white and 644 colored pupils; the attendance, into 160 white and 328 colored.—(State report.)

Selma received a total of \$1,612 to maintain the 8 white and 6 colored schools taught in 1881 in the school district. The average length of school in days was 195; daily attendance, whites 428, colored 258. One school building, valued, with furniture, apparatus, &c., at \$5,500, is reported. The county superintendent of schools made 4 visits during the year.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The *State Normal School*, Florence, reported 8 resident instructors, 68 normal and 111 other students present in 1880-'81. The State appropriation for the year was \$7,500; graduates, 4; of these 3 are engaged in teaching. The full course occupies 3 years. A model school is connected with the institution, and a chemical laboratory is mentioned. The Peabody fund trustees aid this school to the amount of \$2,000 a year, which is equivalent to 16 scholarships.—(Return and catalogue.)

The *State Normal School for the Education of Colored Teachers*, Huntsville, had an enrolment of 133 pupils and an average attendance of 94 during 1880-'81. Four graduates are already occupying teachers' positions. The 4 years' course includes the ordinary branches, book-keeping, and vocal and instrumental music. Four educational journals and magazines are taken.—(Return, State report.)

The *Lincoln Normal University*, Marion, also has a 4 years' course, the completion of which entitles the graduate to teach in the common schools of the State or city without further examination. There were 222 students in 1880-'81, an increase of 25 per cent. over the preceding year. The standard for graduation has been raised from 80 to 85; pupils have been more regular in attendance and have remained longer in school than formerly. A library was commenced by the students during the year, and 100 or more books were purchased. Eight graduates have become teachers. The aim of the school, to prepare intelligent, upright, and moral teachers of the colored race, is being attained.—(Return, State report.)

The *Tuskegee Normal School*, for colored students, reports 112 students engaged in normal studies in a 4 years' course, under 4 non-resident instructors. Tuition is free. The institution was granted an appropriation of \$2,000 by the State and received \$5,000 from private sources. Drawing and vocal music are taught, and there is a library of 500 volumes. The school was organized in 1881.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

These were the *Rust Normal Institute*, Huntsville, which reported 2 teachers and 111 pupils in 1881, and a steady growth in popularity; the *Emerson Institute*, Mobile, reporting 36 students in the 4 years' normal course, vocal and instrumental music taught; the *Alabama Baptist Normal and Theological School*, Selma, 63 normal pupils, a 3 years' course of study, vocal and instrumental music included in the course; and the *normal department of Talladega College*, which had 48 normal pupils in the 4 years' course, one of the 2 graduates having already become a teacher.—(Catalogues and returns, report of Freedmen's Aid Society, Methodist Advocate.)

TEACHERS' INSTITUTES.

By laws of 1879 boards of education were required to organize and maintain teachers' institutes in their respective counties. Separate institutes for white and colored persons are to be held, provided not less than ten licensed teachers of the race are found in the county. Every licensed teacher must be a member of such institute and must attend at least one of the annual meetings. There were 89 institutes reported in the various counties during 1881. The attendance is not mentioned.—(Laws and State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The latest laws make no provision for schools of this grade and no mention is made in the State report of 1881 of any schools or studies above the grammar grade.

OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academie schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Alabama*, Tuscaloosa, has within the last two years revised and extended its curriculum and elevated the standard of graduation. In the academic department there are three courses of instruction: scientific, classical, and eclectic. Candidates for degrees must take either the full scientific or the classical course, each of which requires 4 years' study, but students are received in any of the nine schools and are entitled to diplomas on graduating from any school they may enter. There were 143 students reported in 1881, outside of those in professional schools. The degrees in course conferred were M. A., 16, and B. A., 10.—(State report, catalogue, and return.)

The *Southern University*, Greensboro', and *Howard College*, Marion, are also arranged in schools, the former having 7, the latter, 11. The first mentioned gives preparatory instruction prior to the four years' classical and three years' scientific school. There is also a master's course of one year. The legal and medical departments were not in operation during the year. Howard College has a regular classical course, gives the degree of B. S., teaches book-keeping, and reports schools of engineering and of military art and science. *Spring Hill College*, Mobile, last heard from in 1878-'79, commenced with the grammar grade and advanced through the classics. A new college, the *William and Emma Austin College*, Stevenson, is arranged for the education of both sexes. The studies begin with the primary grades, and Kindergarten training is also mentioned. The five schools for the college proper include English history, natural sciences, mathematics, ancient languages, and philosophy. Whether the collegiate department is yet in operation is not known.—(Catalogues and returns.)

For full statistics of colleges reporting, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex alone, reference is made to Table VIII of the appendix. A summary of this table will also be found in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, has 5 regular degree courses, viz: scientific agriculture, leading to B. S. A.; civil engineering, B. C. E.; mining engineering, B. M. E.; literature, A. B.; science, B. S. Each of these courses occupies 4 years, but for the first two years the studies are identical. More than 1,000 young men have already been instructed here. Eleven instructors were reported in 1881 and 136 students. In the preparatory department 47 students, under the charge of 1 teacher, were reported.—(State report, catalogue, and return.)

PROFESSIONAL.

Theological instruction is furnished by the Alabama Baptist Normal and Theological Institute, Selma, which has a 3 years' course and reported 30 students in 1881; by the Talladega Theological Seminary, Congregational, reporting 11 students in the 3 years' course; and by the Institute for Training Colored Ministers, a Presbyterian school at Tuscaloosa, which reported 17 students in 1881 in a 5 years' course and 3 graduates. All these schools require an examination for admission.—(Returns.)

Legal training is given in the law department of the University of Alabama, at Tuscaloosa. The course may be completed in nine months. The instruction takes in international and constitutional law, common and statute law, and equity jurisprudence. There were 20 students reported in 1881 and 13 graduates.—(Catalogue and returns.)

The law department of the Southern University was suspended in 1881.

The *Medical College of Alabama*, Mobile, requires an examination for admission, while for graduation the students must have attended 2 courses of lectures of 20 weeks each and have pursued the usual 3 years' course of study. Chemical laboratory work is not obligatory, but a knowledge of medical botany is essential to a diploma. There were 60 students in 1881.—(Catalogue and return.)

The medical department of Southern University was suspended in 1881.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, has a complete corps of instructors in both departments and offers accommodations for one hundred persons, although only 50 pupils were in attendance during the year 1881. The ordinary branches of a practical English education are taught here, also shoemaking, cane seating, mattress making, printing, plumbing, and gas fitting. Articulation does not enter into the course. Agriculture is one of the pursuits in which training is given. (State report, and return.)

EDUCATIONAL CONVENTION.

ALABAMA STATE TEACHERS' ASSOCIATION.

No mention is made of any meeting in 1881, but there is a prospect of the calling together of teachers in such a body in 1882. The result of these efforts will be reported in the Report of the Commissioner of Education for that year.

CHIEF STATE SCHOOL OFFICER.

HON. H. CLAY ARMSTRONG, *State superintendent of education, Montgomery.*

[Term, November 23, 1880, to November 23, 1882.]

ARKANSAS. **STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) -----	247, 547	272, 841	25, 294	-----
Enrolled in public schools -----	70, 972	98, 744	27, 772	-----
SCHOOLS AND SCHOOL-HOUSES.				
Public schools reported -----	3, 100	-----	-----	-----
School-houses reported -----	785	1, 172	387	-----
Valuation of school property reported.	\$198, 608	\$283, 125	\$84, 517	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools ----	1, 432	1, 688	256	-----
Women teaching in public schools.	395	481	86	-----
Whole number employed. -----	1, 827	2, 169	342	-----
Average monthly pay of first grade male teachers. -----	-----	\$47 42	-----	-----
Average monthly pay of first grade female teachers. -----	-----	40 90	-----	-----
Average monthly pay of second grade male teachers. -----	-----	38 58	-----	-----
Average monthly pay of second grade female teachers. -----	-----	34 76	-----	-----
Average monthly pay of third grade male teachers. -----	-----	31 64	-----	-----
Average monthly pay of third grade female teachers. -----	-----	29 15	-----	-----
INCOME AND EXPENDITURE.^a				
Receipts for public schools -----	\$256, 190	\$710, 462	\$454, 272	-----
Expenditures for public schools ----	238, 056	388, 412	150, 356	-----

^a Incompletely reported in 1879-'80.

(From report and return of Hon. James L. Denton, State superintendent of public instruction, for 1879-'80, and from special return by the same for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent is elected biennially by the people, and there is a board of commissioners of the common school fund, composed of the governor, secretary of state, and superintendent of schools, the last acting as secretary of the board. Local officers are county examiners, appointed by the county courts, and district directors, elected by the people, the latter for terms of three years, one going out each year.

Public schools are sustained from the income of the State school fund and a per capita tax of \$1 on males over 21, together with such appropriation as the legislature may set apart. The optional district taxes allowed are limited by law to one-half of 1 per cent on the assessed valuation. The minimum school term is three months; district directors determine how much longer it may be made, and, in case the revenues of a district in any year are not sufficient for a three months' school, voters of the district may determine that no school shall be taught during such year. Public funds are appor-

tioned to districts on the basis of residents 6-21 therein. District directors must make annual report of school statistics to examiners, and the latter to the State superintendent. A failure on the part of directors involves loss to the district of public school money due, and directors are personally liable for such loss. White and colored youth must be taught in separate schools. The use of sectarian books in the public schools is forbidden by law. Provision is made for teachers' institutes, to be held by examiners in each county and by the State superintendent in each judicial district, schools to be closed during the sessions and teachers to attend the institutes, receiving pay as usual. Teachers must also attend the quarterly examinations held by the county examiner and must hold a license from him to teach in order to receive pay from public funds.—(School laws, 1875.)

GENERAL CONDITION.

The reports of this State being biennial, very little information has been received in regard to the public schools later than that given by the State report for 1879 and 1880. The above statistical summary, from figures kindly furnished the Office by the State superintendent shows, however, that the very large increase of school youth (25,294) was more than met by a great addition (27,772) to the public school enrolment; that, to provide for this addition, there were 342 more teachers employed and 387 more school-houses used; that the value of school property was thus increased by \$84,517 and the public school expenditures by \$150,356; and that, though the average monthly pay of teachers generally is not given, it was both more liberal than in many former years and was fairly proportioned to the qualifications of the teachers as indicated by the certificates they held.

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members, elected for 3 years, 2 going out each year, and a superintendent appointed by the board.

Statistics.—Population of the city, 13,138; white youth of school age, 3,216; colored youth, 2,072; enrolment in public schools, 1,768 white and 870 colored pupils; total enrolment, 2,638, an increase of 135 for the year; average daily attendance, 1,680; per cent. of enrolment on school population, whites 55, colored 42; number of teachers, 34; the schools were taught 173 days; expenditure for public school purposes, \$31,872.

Additional particulars.—The superintendent reports satisfactory progress, although the lower grades were too crowded to give the best results; he enlarges on the special importance of improving these, since a majority of pupils do not go beyond the fifth year. The grades are primary, grammar, and high, each covering 4 years, but the superintendent advises that another year be added below the high schools. Of these there are 2, one for each race, that for whites having an average enrolment of 68, with 60 in average attendance; that for colored an average enrolment of 42, with 37 in average attendance.—(City report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

A normal department in the Arkansas Industrial University, Fayetteville, offers facilities for the training of white youth, and a branch normal at Pine Bluff the same for colored. In each school there are 237 State scholarships, entitling the holders to free tuition for the entire course of 4 years. The department at Fayetteville had 82 pupils during 1880-'81, and the branch normal at Pine Bluff, 123, who, besides other instruction, were trained in methods of teaching, school organization, grading and government, and duties of teachers under the school law. The branch normal reports very satisfactory progress during the year in all grades, and the attendance better than ever before, making necessary a new building, which was in process of erection.

Normal instruction is also given to colored youth in Southland College and Normal Institute, near Helena, a school under the direction of Friends. It was organized as a normal institute in 1869, and has since sent out as teachers 12 graduates from the collegiate and 4 from the normal department, besides 160 other students. A normal course is reported by Judson University, Judsonia.

TEACHERS' INSTITUTES.

In the absence of any State school report for the year no statistics can be given regarding either the county teachers' institutes, required by law to be held in each county by the examiner, or the district institutes, required to be held in each judicial district by the State superintendent. It appears, however, that at least 1 county and 4 district institutes were held during 1881, and others were advertised in the Arkansas Journal. At the district institutes reported, the addresses were generally confined to practical

educational topics, and it is said they did much to inspire and energize teachers, to arouse interest in free schools, and to remove popular prejudice against them.—(Arkansas School Journal.)

SCHOOL JOURNAL.

The Arkansas School Journal, a monthly published at Little Rock since November, 1880, gives teachers hearty support and encouragement, as well as educational information, and makes such criticisms on school work as may appear to be called for.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools cannot be given; only 4 are known to be in operation: 2 at Little Rock, 1 at Bentonville, and 1 in Searcy; and only from the first 2 have reports been received for 1880-'81. Of these the Sherman High School for white pupils had an average of 68 enrolled, and the Union High School for colored an average of 42. The reports from both were satisfactory, as far as particulars were given. In that for colored pupils the attendance was better than for the year before and the discipline was good.

OTHER SECONDARY SCHOOLS.

For the names and statistics of business colleges, private academic schools, and preparatory departments of colleges or universities, see Tables IV, VI, and IX of the appendix, and for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The Arkansas Industrial University, Fayetteville, with property valued at about \$300,000 and 441 pupils in all departments, is making substantial progress. A decided advance in the requirements for admission appears from a comparison of the catalogue for 1880 with the preceding one, and that for 1881 shows that the standard of work for graduation has been raised. Further efforts have also been made to bring the institution within the reach of students with small means: 60 free scholarships have been offered to indigent students throughout the State, additional to the 350 beneficiaries and 237 holders of normal scholarships whose appointments are made by county judges, and the old university building has been fitted up as steward's hall for the purpose of furnishing board at reduced rates. Besides preparatory, musical, and medical departments, there are 9 undergraduate courses, including classical, Latin letters, English letters, modern languages, a normal department, and a general scientific and three technical scientific courses.—(Catalogue, 1880-'81.)

Besides the State University, 3 institutions of collegiate rank in this State have reported for 1880-'81 or for the previous year, viz: Cane Hill College, Boonsboro'; Judson University, Judsonia; and St. John's College, Little Rock. There is no information from Arkansas College, Batesville, later than for 1878. In the 3 colleges reporting, both sexes are admitted on equal terms. All have preparatory and 2 of them even primary departments, and all have the equivalent of classical courses, although in Judson University and St. John's College the curriculum is arranged in independent schools. Two have general scientific courses, 1 adding engineering. Cane Hill College presents a 3 years' collegiate course for such young women as prefer it to the regular one. All offer instruction in music, 1 in art, and 2 in commercial branches.

It is reported that the Methodist Episcopal Church proposes to establish a university at Little Rock, that ground has been purchased for a site on which a building is to be erected during 1882, and that the college of letters and of sciences will be opened in October. The other colleges contemplated are of commerce, law, music, and art, and a normal college.—(Arkansas School Journal.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

A course in general sciences exists in the Industrial University, St. John's College, and Judson University. Cane Hill College offers a 3 years' course in civil engineering. The Industrial University has 4 years' courses in civil and mining engineering and in agriculture; the engineering students have a special preliminary training in English, French, German, mathematics, and drawing, extending over 2 preparatory years and the first college year, the scientific work proper beginning with the second collegiate year. Surveyors' and engineers' field instruments of the best construction are furnished for the instruction of students, who are required to use them in actual work. Military drill and tactics form a part of the course for all able-bodied male students of the univer-

sity. Students laboring on the farm are remunerated as far as the finances will permit, from 8 to 10 cents an hour being paid.—(Catalogue, 1880-'81.)

PROFESSIONAL.

The only professional school reporting is the medical department of the Arkansas Industrial University, Little Rock. Organized in 1879-'80, it had an attendance of 32 during its second year, and graduated 10. The required course of study is the old one, comprising 3 years under a regular practitioner and including 2 courses of lectures of 5 months each. There is also a voluntary graded course of 3 years.—(University catalogue, 1881-'82.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

Instruction is given to the deaf at the Arkansas Deaf-Mute Institute, Little Rock, which receives pupils between 9 and 30, giving board and tuition at public expense. Pupils are instructed in the common English branches, also in coopering, shoemaking, out door and house work, and sewing. Articulation and lip reading is used in the instruction of those who have retained some power of speech, but the main reliance is on the sign language. There were 74 students in 1881 under 5 instructors.

EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, a free school maintained by the State for the education of the blind, is open by law to all of this class of suitable character and capacity between 6 and 28 years of age, but the actual number is limited by lack of funds. Pupils receive not only tuition, but board, washing, medical attention, and the use of books, without charge. All branches of a good English education are taught, also music, calisthenics, and piano tuning, besides such employments as broom and mattress making, upholstery, chair seating, sewing by hand and machine, and fancy work. There were 36 pupils in the school during the year 1880-'81, a slight gain over former years.—(Return, 1880-'81, and printed report, 1880.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its annual meeting at Russellville, July 5-8, 1881. There was a fair attendance, 50 teachers being enrolled as members, besides a large number of citizens of Russellville present. The teachers were generously entertained by the citizens, who also rendered important aid by furnishing excellent music at the evening meetings. The programme was in the main carried out, although several teachers who were on it failed to appear. The annual address of the president, F. W. Hays, was practical in character, and the papers and discussions were in the main interesting and fruitful. During the evening sessions addresses were delivered by prominent educators, including Mr. J. M. Fish, superintendent of the Little Rock schools; Major J. B. Merwin, of the American Journal of Education, St. Louis, Mo.; and the State superintendent, Hon. J. L. Denton, who spoke on public education in Arkansas. Among the resolutions passed was one indorsing the importance and effectiveness of the superintendent's work and pledging him the coöperation of members of the association in his efforts to popularize free education.—(Arkansas School Journal, July, 1881.)

CHIEF STATE SCHOOL OFFICER.

HON. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Second term, November 2, 1880, to November 2, 1882.]

Information has come that this energetic and active superintendent had died before the expiration of his term.

CALIFORNIA.**STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age.....	215, 978	211, 237		4, 741
Number of these in public schools.....	148, 885			
Total public school enrolment.....	158, 765	163, 855	5, 090	
Average daily attendance.....	100, 966	105, 541	4, 575	
Enrolled in private schools.....	14, 953			
Not attending any school.....	52, 140			
DISTRICTS AND SCHOOLS.				
Number of school districts.....	2, 063			
With good accommodations.....	1, 719			
With sufficient grounds.....	1, 900			
With well ventilated schools.....	1, 899			
With well furnished schools.....	1, 000			
Well supplied with apparatus.....	646			
Number of first grade schools.....	958			
Number of second grade schools.....	1, 241			
Number of third grade schools.....	604			
Whole number of schools.....	2, 803			
New school-houses built.....	73			
Average time of schools in days.....	146. 6	115		31. 6
Valuation of school property.....	\$6, 814, 306	\$6, 998, 825	\$84, 519	
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1, 208	1, 198		10
Female teachers in public schools.....	2, 387	2, 539	152	
Whole number of teachers.....	3, 595	3, 737	142	
Number holding life diplomas.....	635			
Holding educational diplomas.....	446			
Number with first grade State certificates.....	622			
Number with second grade.....	329			
Number with third grade.....	44			
Teachers who are graduates of normal schools.....	463			
Average monthly pay of men.....	\$80 26	\$79 50		\$0 76
Average monthly pay of women.....	64 73	64 74	\$0 01	
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$3, 573, 108	\$3, 680, 161	\$107, 053	
Whole expenditure for them.....	2, 864, 571	3, 047, 605	183, 034	
STATE SCHOOL FUND.				
Amount of available fund.....	\$2, 006, 800	\$1, 990, 400		\$16, 400

Under the law of 1880 the public schools are free to youth between 6 and 21, but the basis of apportionment is the number between 5 and 17.

(From the report of Hon. Fred. M. Campbell, State superintendent of public instruction, for the year 1879-'80 and return for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

These consist of a State superintendent of public instruction; a State board of education, of which the superintendent is secretary, and which acts as a State board of examination; county superintendents of schools, with county boards of education acting as boards of examination; city superintendents; city boards of education and of examination; and school district trustees, 3 for every rural district, serving each for 3 years, with annual change of 1. Up to 1880, State and county boards of examination existed; now the boards of education act as such. Formerly a city was obliged to have a board of examination; now it is optional. Women, by act of March 12, 1874, are eligible to all school offices except those from which they are debarred by the constitution.

OTHER FEATURES OF THE SYSTEM.

The public schools are to be sustained by a State poll tax of \$2 on each voter, a county tax not to exceed 50 cents on \$100 of taxable property, and a district tax not to exceed 70 cents for building school-houses or 30 cents for other school purposes. The State school funds, except the 10 per cent. reserved for district school libraries, must be applied exclusively to the payment of teachers of the primary and grammar grades, the higher schools allowed by law being sustained by their respective communities, under the direction of the local boards.

To receive its apportionment of the public moneys a district must have maintained a school during the preceding school year for at least 6 months and the teacher must hold a legal certificate of qualification. The schools must be non-sectarian. Text books are chosen by the local boards. Books having been adopted, no change can be made under 4 years, and any city or district using others forfeits 25 per cent. of the State school moneys to which it may be entitled until it complies. The course of instruction includes vocal music, elements of book-keeping, industrial drawing, manners, morals, and physical exercise. Teachers must be duly licensed by the local boards and have attained 18 years of age. The number of children entitled to free instruction is to be determined by an annual census. All between 6 and 21 are admitted to the schools free, while the basis of apportionment is 5 to 17. All having charge of children between 8 and 14 are required to send them to a public school at least two-thirds of the time during which schools are taught. The discrimination against Indians and Chinese as pupils in the public schools formerly made has been dropped in the later editions of the law, though they are still excluded from the benefits of the public funds, except where the Indian children are under the guardianship of white persons. Female teachers in the public schools over 21 years of age holding the same grade certificates and doing like services as men are to receive the same pay. Women over the age of 21 are eligible to educational offices. The public school system includes primary, grammar, high, evening, technical, and normal schools, and teachers' institutes; the State school tax, however, is applied exclusively to the support of primary and grammar grades. The school month is 20 days.

A State university, non-political, non-sectarian, and open for both sexes, completes the system. At least one college of agriculture and mechanic arts is to be sustained by the revenue from the agricultural college grant, in connection with the university.—(School laws, 1881.)

GENERAL CONDITION.

In the absence of the annual report for 1880-'81 only a meagre comparison with 1879-'80 can be made. The few items at hand indicate general progress. Notwithstanding a falling off of 4,741 in youth of school age, there was a gain of 5,090 in enrolment and of 4,575 in average daily attendance. The average time of school, however, was shortened nearly 32 days. There was a total gain of 142 teachers, 152 more of the teachers being females. The average monthly pay of men, although slightly decreased during the year, remained \$14.76 higher than that of women. The only other items show an increase of \$107,053 in receipts for public schools and of \$183,034 in expenditures, but a falling off of \$16,400 in the available fund.

KINDERGÄRTEN.

Private information from one in a position to be well informed indicates the existence of at least 15 of these excellent means of primary instruction, one of them at Oakland, most of the others at San Francisco.

CITY SCHOOL SYSTEMS.

OFFICERS.

In each city in the State having a board of education there may be a board of examination or the board of education may act as such. In each city of over 30,000 inhabitants the superintendent is allowed a deputy.

STATISTICS.

Cities.	Population, census of 1890.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Los Angeles	11,183	3,617	2,096	1,285	35	\$37,403
Oakland	34,555	8,242	7,262	5,238	137	160,454
Sacramento	21,420					
San Francisco	233,959	55,115	440,187	29,092	719	827,324
San José	12,567					
Stockton	10,282	2,204	2,186	1,326	34	45,494

a Including some duplicate enrolments.

ADDITIONAL PARTICULARS.

Los Angeles reports school buildings, grounds, apparatus, &c., worth \$64,500. The high school building is a handsome structure; the school has scientific, literary, and classical courses, occupying 4 years each, in which students are prepared to enter the corresponding courses in the State University; it enrolled 100 pupils. There were 6 primary and 3 grammar schools; the two grades had a course of 8 years. The pupils were taught to collect minerals, insects, shells, and other curiosities, and arrange them in little cabinets, thus cultivating their faculty of observation and awakening and sustaining a high degree of enthusiasm. One special teacher in drawing was employed. There are 14 school buildings, valued, with sites, furniture, and apparatus, at \$64,500. In private and parochial schools, there were 518 enrolled; attending no school, 1,001.—(Return and city report.)

Oakland had 17 school buildings, containing 127 rooms for study and recitation, with 6,462 sittings; school property was valued at \$364,825. The primary schools were taught in 72 rooms; the grammar and evening, in 47; the high, in 8. Of the 137 teachers, 74 were in the primary department, 49 in the grammar, 9 in the high, 2 in the evening school, and 3 were teachers of music and drawing. The attendance was uniform and reached nearly 96 per cent. of average daily attendance on average belonging. The high school has 3 optional courses of study, the scientific, literary, and classical, each covering 3 years. The school numbered 352 pupils, reached 98.3 per cent. of average daily attendance on average belonging, and graduated 55. Music and drawing were taught in all the grades. The evening school enrolled 154 pupils averaging 18 years of age; all but 9 were workmen in factories. Discipline was improved and truancy much reduced. Schools were taught 205 days. There was an enrolment of 1,000 in private schools.—(Return and city report.)

San Francisco reported 70 school buildings, with 634 rooms, of which 361 were used by the primary, 236 by the grammar, and 37 by the high schools. Of the 719 teachers, 372 were in the primary department, 244 in the grammar, 32 in the high school, 4 were special teachers of French, 8 of German, 4 of music, 2 of drawing, 1 of book-keeping, 23 were regular substitutes, and 29 were in the evening schools. In all the schools, 573 pupils studied French and 1,990 German. The 3 evening schools enrolled 3,511, with an average attendance of 880. Substitute teachers were employed for all the grades, including the evening schools. They take charge of classes when teachers are absent, fill vacancies, and instruct new classes until regular teachers are appointed. They are paid according to grade, from \$6 to \$2 a day while in school and \$1.50 when not needed. Four frame buildings were erected during the year. The total valuation of school property was \$3,137,000. The schools were taught 205 days. Private and parochial schools enrolled 5,731.—(Return and city report.)

Stockton reports few figures in addition to those given in the table, but it is learned from a return made by the city superintendent that there was no change in the number of school buildings or rooms, that the schools were taught 210 days, that special teachers of music and penmanship were employed at good salaries, and that there was an average of 41 pupils to a teacher.

TRAINING OF TEACHERS.

CALIFORNIA STATE NORMAL SCHOOL, SAN JOSÉ.

This school was organized at San Francisco in 1862, but was removed to San José in 1870, where a stately building was completed for it in 1872 and used till 1880, when it was lost by fire. For 1880-'81 it received from the State \$33,300, which was \$77.50 per capita of the number of students for the year. The school employed 16 resident instructors, enrolled 432 normal students (of whom 372 were females), and had 57 other students in preparatory studies, making a total attendance in the year of 489. A class

of 34 received diplomas of graduation, from 95 to 98 per cent. of whom were teaching. Graduates holding diplomas of this school may, with others having State diplomas, receive county certificates without examination, at the discretion of the county boards. The full course covers 3 years, the scholastic year being 40 weeks. The school has a library of 1,450 volumes, 150 of which are pedagogical, a chemical laboratory, apparatus, and a museum of natural history. Vocal music and drawing are taught, and there is a model school.—(Return and school laws.)

In March, 1880, the legislature appropriated \$50,000 for a branch normal school at Los Angeles, of the opening of which no notice was received up to the close of 1881.

NORMAL SCHOOL FOR KINDERGARTEN TRAINING.

The California Kindergarten Training School for Normal Instruction, San Francisco, Miss Kate D. Smith Wiggins principal, for 1880-'81 reported 14 female normal students and 4 graduates, all the latter teaching. A tuition fee of \$100 is charged for the course, which occupies 45 weeks. In addition to a model school, instruction was given in vocal music and drawing. Miss Emma Marwedel, at Oakland, the originator of the Kindergarten movement on the Pacific Coast, also trained normal pupils in Kindergarten methods.—(Returns.)

OTHER NORMAL TRAINING.

The normal class in connection with the girls' high school in San Francisco enrolled 155 in 1880-'81 and graduated 76. Graduates of this school receive diplomas and certificates valid in the city, which are graded like those of the State Normal School. The Pacific Methodist College, at Santa Rosa, and the Hesperian College, at Woodland, had normal departments of special training for the profession of teaching.—(Catalogues.)

TEACHERS' INSTITUTES.

Teachers' institutes seem to have been held in nearly all the counties, but in the absence of official reports no statistics can be given.

At a recent convention of county superintendents at San Francisco the subject of holding teachers' institutes was fully discussed. As generally conducted in the State, it was admitted that they had not been of great service to that large class of teachers they were mainly designed to benefit. There seemed to have been no well defined idea among a large proportion of superintendents and teachers as to the function of the institute in supplying the place of normal schools to such teachers as have not been able to attend them. It was hoped that some change in the law on this point would be made.

EDUCATIONAL JOURNAL.

The Pacific School and Home Journal, San Francisco, continued in 1881, as a monthly journal, to give efficient aid to the educational interests of the Pacific Coast, not only by publishing educational intelligence, but also by discussing many questions connected with the improvement of the school systems.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The high school at Los Angeles had 3 optional courses of 4 years each, literary, scientific, and classical, with an attendance of 100. Oakland High School sustained its high rank, and is reported to have matriculated more students into the State University than any other on that coast. It enrolled 352 and graduated 55. The girls' high school in San Francisco had 850 pupils; 602 were examined and 560 promoted. Many of the students of this school prepare for teaching. The boys' school of this grade had a 3 years' course in English and one of 4 years in classical studies. There was an enrolment of 325. Of the 179 examined 170 were promoted.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, crowning the educational system of the State, aims to complete the work begun in the public schools. To establish closer relations with these than formerly existed, it proposed in 1881 to adopt the Michigan plan of admitting graduates of the public high schools without examination, on condition that a

committee of the faculty, invited to visit such high schools, shall approve their courses of instruction. The university (outside of its professional schools) is organized in two departments of science and letters, comprising 8 colleges, with courses leading to degrees, and also certain irregular courses not leading to degrees. The college of letters maintains 2 courses, one classical, leading to the degree of A. B.; another literary, leading to the degree of PH. B.; each requires a full course of 4 years' study. The literary is similar to the classical course, except that modern languages take the place of Greek. In 1881 the requirements for admission to the literary course were extended and further requirements were announced for 1882, 1883, and 1884. An elementary acquaintance with literature, with evidence of intelligent reading and study of good authors, will be accepted as an equivalent for advanced knowledge of technical grammar. In both the scientific and the literary colleges German, French, and Anglo-Saxon enter into the courses of the freshmen and sophomore classes, while in the junior classes they are elective. Provision is also made for the optional study of Spanish, Hebrew, Chaldaic, and Syriac. The university library contained 16,000 volumes in 1881, valuable especially for reference, and was being constantly augmented from the Reese fund of \$50,000. It was soon to be removed to the new Bacon Library and Art Building, which was meant to accommodate 50,000 volumes.

Besides the university there were 12 schools claiming collegiate rank in 1880-'81, of which number 2 were termed universities (somewhat prospectively). Of those termed colleges, 1 Protestant Episcopal, 3 Roman Catholic, 2 Christian, and 1 non-sectarian appear from their own reports to be rather preparatory schools than real colleges. The remaining 5, viz, University of Southern California, Los Angeles; St. Ignatius College, San Francisco; Santa Clara College, Santa Clara; University of the Pacific, at the same place, and Pacific Methodist College, Santa Rosa, all presented collegiate courses of fair standard and of 4 years' duration in their classical departments, with 3 or 4 years in the scientific. All the 12 offered instruction in music, vocal and instrumental, and 5 in drawing, to which 3 added painting. Most had business courses also, and 2—the University of Southern California, Los Angeles, and Washington College, Washington—offered normal training. In all French and German were at least optional studies and in 9 Spanish was such; in the State university and one other college Hebrew and its cognate languages were optional.—(Catalogues and returns.)

For other information, including statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 6 colleges above referred to as giving instruction to young women as well as to young men are the State University, Berkeley; Pierce Christian College, College City; University of the Pacific, Santa Clara; Pacific Methodist College, Santa Rosa; Washington College, Washington; and Hesperian College, Woodland.

For institutions especially for young women, see Table VIII of the appendix, and a summary of its statistics in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Through its colleges of agriculture, mechanics, mining, engineering, and chemistry, the University of California initiates the student in the principles of modern science, giving in the first two years about the same instruction in all and in the third and fourth years special attention to the studies in the college elected by the student. Students in special and partial courses in agriculture and chemistry are received on examination, and may attend such lectures and exercises as belong to their particular studies. In the college of mechanics industrial drawing is taught with special reference to the construction of machinery. All the scientific courses lead to the degree of PH. B. In the college of mining a graduate course of two years leads to the degree of M. E. and a similar course in the college of engineering to a degree of C. E.

Scientific courses were reported in all the colleges of the State and an additional Latin-scientific course of 3 years in the University of the Pacific. There was also an additional philosophical course of 4 years in the University of Southern California. There was reported a school of engineering in San Francisco, but with no details for 1880-'81.—(Catalogues and returns.)

PROFESSIONAL.

To give instruction in *theology*, the Pacific Theological Seminary, Oakland (Congregational), has a three years' course and requires a collegiate course, or its equivalent, for admission. Of its 6 students during the year, 2 graduated. From a donation of \$2,000 two scholarships of \$1,000 each were established. San Francisco Theological Semi-

nary (Presbyterian) received in 1880 an endowment fund of \$50,000 from R. L. Stewart, of New York. Pierce Christian College, College City (Christian), gives, in its Bible department, elementary instruction which may aid in preparation for the ministry. In the University of the Pacific, Santa Clara (Methodist Episcopal), in connection with the collegiate course, studies leading to the ministry are pursued. In 1879-'80 steps were reported to have been taken toward the formation of a theological class, but no notice of such action appears in the catalogue of 1881.—(Catalogues and return.)

For further information, see Table XI of the appendix.

Legal instruction is given in the Hasting College of Law, connected with the State University, Berkeley. The course requires 3 years. Applicants for admission to the junior class must have sufficient knowledge to enable them to profit by the course of study; and a satisfactory examination in the preceding studies is the condition of entering either of the other classes.—(University register, 1879-'80.)

To provide *medical instruction* the Medical College of the Pacific and the medical department of the University of California, "regular," San Francisco, have had, since 1879, graded courses of 3 years, with lecture terms of 5 months each year. In the former, besides the required 20 weeks of attendance, there are 15 more optional. This school in 1880-'81 graduated 9; the other, 172.—(University Register, 1879-'80, and returns.)

The California Medical College, Oakland (eclectic), organized in 1879, offers a graded course of instruction of 3 terms, and requires a fair English education and attendance on 3 regular lecture courses of 6 months each (or 2 such and one of 13 weeks), with a course of dissection, a thesis, and the passage of a satisfactory examination. Of its 30 students in 1880-'81, 11 graduated. It admits both sexes on equal terms.—(Catalogue and return.)

According to an official circular, the opening exercises of a woman's medical college were held in San Francisco November, 1881, and its first session was to begin November 16 and continue 20 weeks. No other official information respecting it has reached this Bureau.

The *Cogswell Dental College* of the University of California, arranged for in 1879, in San Francisco, is to be opened to both sexes, when in full operation, and is to have 7 professorships. The exercises had not begun in 1880-'81.—(University register.)

The *California College of Pharmacy*, San Francisco, although affiliated with the University of California, retains its own organization. It requires the usual 4 years' experience in an apothecary store, attendance on 2 lecture courses of 5 months each, a thesis, and the passage of an examination, written, oral, and practical. The 2 years' graded course projected for 1881 does not appear to have been established up to the summer of that year. The college reported 4 resident professors and lecturers, with 47 students in its last class.—(University register, 1880, and return.)

For statistics of scientific and professional instruction, see Tables X, XI, XII, and XIII of the appendix; for summaries of them, like tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

At the California Institution for the Deaf and Dumb and the Blind, Berkeley, instruction is given in the common and high school branches and in gardening and farming. Articulation was taught. Founded in 1860, the institution has received 239 pupils, most of them remaining about 5 years. In 1881 there were 116 deaf and dumb pupils, under 12 instructors.

In the department for the blind there were 30 pupils, who were instructed in vocal and instrumental music, bead and crochet work, as well as the common and high school studies. The whole institution was entirely supported by the State, at a cost of \$40,000.—(State report, 1880, and return for 1881.)

For further information, see Tables XVIII and XIX of the appendix.

EDUCATION OF THE CHINESE.

The Chinese are taught in evening and Sunday schools, in connection with the Christian missions. The Baptists had an evening school at Oakland; the Methodists, schools at San Francisco, San José, Oakland, and Sacramento; the Congregationalists, at San Francisco, Oakland, Stockton, Petaluma, Santa Barbara, and Marysville; the Reform Church, one at Oakland; the United Presbyterian, at Los Angeles; and the Presbyterian, in San Francisco, San José, and Santa Rosa. As nearly the same elementary instruction is given in the evening and Sunday schools, statistics of both are given: enrolled in evening schools, 2,700; in Sunday schools, 3,300; average attendance at evening schools, 825; at Sunday schools, 1,100.—(Reports, and letter from Sarah B. Cooper April 3, 1881.)

EDUCATION OF ORPHANED AND ABANDONED CHILDREN.

There were 16 of these institutions in 1880 receiving aid from the State, containing 521 orphans, 1,639 half-orphans, and 88 abandoned children, the State having paid during that year \$146,737. Among the duties of the State superintendent, he is required by the school law "to visit the several orphan asylums to which State appropriations are made and examine into the course of instruction therein." He reported that, "so far as it has yet been possible to discharge this duty, the results have been most satisfactory. The course of study has been found to embrace the branches usually taught in public and private schools. To these are added religious instruction and training in other practical directions, as, on the part of girls, in plain and ornamental needlework, &c. In all cases the children have been found to be well housed and fed, and, in short, well cared for, physically, mentally, and morally."—(State report, 1880.)

INDUSTRIAL TRAINING.

The City and County Industrial School of San Francisco, under the care of the city authorities, organized in 1856, admits youth under 18 years of age, who, through neglect, are in danger of becoming criminals, and trains them in the elements of a common school education, in music, and in such industries as shoemaking, tailoring, laundry work, gardening, and farming; the girls are taught various kinds of machine needlework and domestic duties. There were 177 children received during the year ending in June, 1881. The educational department was well organized, and a high standard of scholarship and deportment was maintained. Many former inmates have become good citizens and are getting a living by the trades learned in this school.—(Report.)

TRAINING IN ART.

The San Francisco School of Design was organized in 1873, under the auspices of the San Francisco Art Association. Instruction is given in painting and drawing. No pupils under 14 years of age are admitted; those entering pay tuition fees, and any deficiency is made up by the association. For statistics, see Table XXIII of the appendix.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its fifteenth annual meeting at San Francisco December 27, 1881, Ex-Superintendent James Denman presiding. After an address of welcome by J. S. C. Stubbs, president of the board of education of San Francisco, President Denman read an address on "Graded schools and their defects," and Selden Sturgis, of San Francisco, one on "The uses and abuses of the credit system," which led to considerable discussion. Wednesday, Rev. A. L. Cole, D. D., of Dixon, dwelt on the need of religious instruction in the public schools, the discussion of which developed general opposition to his views. State Superintendent F. M. Campbell then addressed the convention on "Education as the true liberty." Jesse Wood, superintendent of Butte County, presented the subject of "County superintendents" and their duties under the new constitution. President W. T. Reed, of the State University, exposed the "Current fallacies in education," one of which was that a pupil shall not follow the language of the text book. Professor White, of the boys' high school, explained the working of the credit system in that institution. He believed in it and had no trouble. The following was unanimously adopted:

"Resolved, That this association views with disfavor any attempt to disturb the strict neutrality of the public school system upon questions of religious faith."

On Thursday, Superintendent J. M. Guinn, of Los Angeles, read a paper on "Mechanical pedagogy;" Dr. J. H. Wythe, one on "Symmetrical education;" and President Charles H. Allen, of the State Normal School, San José, one on the "Necessity of trained teachers."

The meeting was one of great interest, there being present 254 teachers, who came from nearly every county in the State.—(Pacific Journal, February, 1882.)

SUPERINTENDENTS' MEETING.

One of the most important features of the meeting of the State Teachers' Association was the convention of the county superintendents. About forty of the fifty-two counties in the State were represented, State Superintendent Campbell presiding. A large amount of work was done. The school law was taken up, article by article, and various amendments were discussed, and committees appointed on each important division. These committees, after much deliberation, reported changes and new sections, which were discussed by the full convention and final action taken.

The action of this body in regard to teachers' institutes is reported under that heading. (Pacific School and Home Journal, January, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. FRED. M. CAMPBELL, *State superintendent of public instruction, Sacramento.*

[Term, 1880-1884.]

COLORADO.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	35,566	40,804	5,238	-----
Enrolled in graded State schools....	10,377	13,198	2,821	-----
Enrolled in ungraded State schools....	11,742	12,802	1,060	-----
Whole number in State schools.....	22,119	26,000	3,881	-----
Average daily attendance.....	12,618	14,649	2,031	-----
Per cent. of enrolment on school population.	62	63	1	-----
Per cent. of average attendance on enrolment.	57	56	-----	1
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	414.	454	40	-----
School-houses in these.....	292	314	22	-----
Sittings for pupils.....	13,509	19,486	5,977	-----
Volumes in school libraries.....	3,642	5,037	1,395	-----
Valuation of State school property..	\$682,410	\$977,213	\$294,803	-----
TEACHERS AND THEIR PAY.				
Men teaching in graded schools....	26	32	6	-----
Women teaching in graded schools....	140	184	44	-----
Men teaching in ungraded schools....	221	213	-----	8
Women teaching in the same.....	291	372	81	-----
Whole number employed in the year.	678	801	123	-----
Whole number at one time.....	521	633	112	-----
Average monthly pay of men in graded schools.	\$101 75	\$103 33	\$1 58	-----
Average monthly pay of women in graded schools.	64 39	62 87	-----	\$1 52
Average monthly pay of men in ungraded schools.	42 84	53 68	10 84	-----
Average monthly pay of women in ungraded schools.	40 87	47 43	6 56	-----
General average pay of men a month.	-----	78 50	-----	-----
General average pay of women a month.	-----	55 15	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools..	a\$522,581	b\$708,516	\$185,935	-----
Whole expenditure for them.....	395,527	557,151	161,624	-----

a Includes \$37,615 balance from 1878-'79.

b Includes \$127,054 balance from 1879-'80.

(From report of Hon. Joseph C. Shattuck, State superintendent of public instruction, for 1879-'80 and returns from Hon. Leonidas S. Cornell, Mr. Shattuck's successor, for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State board of education for general supervision of the public schools, with a State superintendent of public instruction as president and executive officer, county superintendents of schools, boards of 3 to 6 directors for school districts (to be voted for by women, they being also eligible), and high school committees of 3 members, with the county superintendent as a member and president ex officio, for union high schools, formed by the joint action of contiguous districts. All these except the high school committees are provided for by the constitution as well as by the school law. Other constitutional officers, less directly connected with the system, are a board of 6 regents of the State University and a board of 4 commissioners of public (including school) lands.—(Constitution of 1876 and school laws of 1877 and 1879.)

OTHER FEATURES OF THE SYSTEM.

The schools of the State are for the free instruction of all youth 6–21 in the districts where they are held. Non-residents and adults may be admitted on terms prescribed by the school board. They are sustained from the proceeds of a small State school fund and of a county school tax of 2 to 5 mills on \$1, both distributed on the basis of the youth 6–21 in each district. To aid in lengthening the annual term and to improve the buildings and advantages, additional district taxes may be levied. For districts to receive their share of State and county school funds schools must be taught at least 3 school months of 20 days under duly licensed teachers. High schools and school district libraries, to be open to the public, are provided for in districts with more than 350 youth of school age. Sectarian instruction in the State schools, as well as distinction or classification of pupils by race or color, is forbidden. Instruction in them must be in English, though German and Spanish, or either, with gymnastics, may be taught when the parents or guardians of 20 or more pupils demand it or the school board deem it expedient. Other branches of learning are left to their discretion, as are the exercises in the schools, the selection of the text books, and the determination of the character and length of course. Teachers must make the reports as to school term, pupils, &c., required by law before receiving their pay.—(School laws, edition of 1881.)

GENERAL CONDITION.

No printed report for 1880–'81 having been received, the statistics supplied by the State superintendent form the only guide to the educational condition of the year. These indicate a most encouraging advance, 5,238 more youth of school age, 3,881 more of this age in the State schools, 2,031 more in average attendance daily, and this in 22 more school-houses, with 5,977 more sittings, under 112 more regular teachers. Teachers for the most part received better pay. The advance in receipts for schools reached \$185,935, the expenditures for them being also \$161,624 greater. School property, through the rapidly improving condition of the State and through the better quality of new buildings for the schools, was rated \$294,803 higher.

KINDERGÄRTEN.

For any of these means of elementary instruction that may report for 1881, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

A general law gives to school districts with more than 1,000 youth of school age boards of 6 directors, chosen by the people, one-third of the board being liable to change each year. Denver and Leadville have boards in conformity with the provisions of this general law, each board appointing a superintendent of its schools. Golden, under a law for districts of smaller school population, has a board of three members, one liable to change each year.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Denver a.....	35,629	5,700	4,087	2,730	67	\$131,157
Leadville.....	14,820	2,084	1,533	1,039	26	25,000

a The statistics of Denver, as in previous years, are for school district No. 1, which includes about five-sixths of the entire city.

b Including \$33,982 for buildings and furniture and \$17,116 paid on indebtedness of preceding years.

c Approximately.

ADDITIONAL PARTICULARS.

In *Denver* the advanced position of former years was maintained and extended. Three new school buildings were completed and occupied, giving, with former ones, 2,460 seats, which, by alternating the lower grades, were made to accommodate the 2,730 pupils in average attendance. Two more buildings which were in progress were expected to be ready for use by Christmas, 1881, bringing the seating capacity up to 3,000. Each pupil in all these buildings was to have 27 square feet of floor space and 460 cubic feet of air space, with ample ventilation. One of the two to be completed in December was intended for the high school and a free public library. In all classes of the public schools beyond the third grade the study of German was permitted, 13 of the regular teachers giving instruction in it, with occasional aid and supervision from a special German teacher. From 260 to 360 pupils were thus instructed in German during the year. In reading English, a book supplementary to the First Reader was used with advantage one day in each week in the first and second grades. As a rule, passage from grade to grade was regulated partly by the record of the average daily scholarship and partly by the results of the semiannual examinations. For the high school, see Secondary Instruction, further on.—(Report and return.)

Golden appears to have been still improving its school system, levying for it a tax of 10½ mills, expending on it \$18,657 for the year, and maintaining the grades adopted, with good attendance and good discipline. For the fall term there were 562 pupils enrolled and 410 in average attendance, and for the winter term 541 enrolled and 402 in average attendance, with 83 maintaining during the year a standing of 95 per cent. or more in scholarship and deportment.—(Report.)

Leadville in its 5 school buildings (rated at \$113,550, with sites, furniture, and apparatus) had 1,400 sittings for study, fairly accommodating the average enrolment and going beyond the average daily attendance. A special teacher of music was employed. *Leadville* gave its superintendent \$2,000, its high school principal \$810, its other teachers \$720. (Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The University of Colorado, at Boulder, and Colorado College, Colorado Springs, both present definite normal courses, the former of 3 years, the latter of 4, each requiring for admission evidence of acquaintance with elementary English studies. The University of Denver also provides training in such studies as may prepare teachers for their work. How far it gives instruction in the science and art of teaching does not appear, though this has from the first been attended to at Colorado College and is promised at the University of Colorado in 1882. The high schools of Denver and Leadville afford the means of special training for school work in those cities.

TEACHERS' INSTITUTES.

As was stated in the report for 1880, the law providing for the instruction of teachers by means of specially called institutes in each judicial district has thus far proved inoperative from the great extent of territory in each district and the consequent difficulty of assembling at any central point enough teachers to make an institute successful.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Denver and Leadville both carry their instruction up into fair high school studies, the former having 3 courses, each of 4 years, one chiefly English, another English and Latin, and a third including Greek also, French being optional in the last 2 years of any course. The Denver school closed its sixth year in 1881, having then representatives at West Point, Yale, and Wellesley, the one at West Point said to be leading his class in scholarship.

OTHER SECONDARY SCHOOLS.

From the reports of institutions to this Bureau and from the year books of different churches and associations, there appear to be in Colorado at least 5 church schools of academic rank: 2 of them, *Jarvis Hall*, for boys, and *Wolfe Hall*, for girls (Protestant Episcopal), both at Denver; 1, *St. Mary's Convent Academy*, for girls (Roman Catholic), also at Denver; and 2, *Leadville Academy* and *Trinidad Academy*, under Congregational influence, and believed to be in each case open to both sexes. Four other schools under Roman Catholic government, all styled academies, existed in 1881 in different parts of the State, the rank of which for that year has not yet been determined. *Golden Academy*, *Golden* (Protestant Episcopal), is not reported for 1881, having probably been merged in *Jarvis Hall*, out of which it originally sprang.

For the statistics of business colleges, private or church academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Colorado*, Boulder, chartered in 1875 and organized for work in 1877, formed in 1879-'80 its first collegiate class of 8, half being young women. The class that followed this consisted of 7 young men and 3 young women, the classes of 1882 and 1883, of 19 and 35, respectively, each including both sexes.¹ Its course, as far as given, appears to be well up with the requirements of the day, covering 3 years of preparatory and 4 of collegiate study, divided into classical and scientific, with special courses of indefinite duration that do not lead to a diploma. A normal course of 2 years is also offered.

Colorado College, Colorado Springs (under liberal Congregational influences), and the *University of Denver*² (Methodist Episcopal) both present full and good preparatory courses of 4 years, with classical collegiate of the same length; both admit young women to full privileges, and both give normal instruction to such students as desire to teach, the latter adding also training in music and art and offering training especially preparatory to business. For what they offer in practical sciences, see Scientific Instruction, further on.

For statistics of 1880-'81, as far as they may be given, see Table IX of appendix; for a summary of such statistics, a corresponding table in report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As before stated, the *University of Colorado*, *University of Denver*, and *Colorado College* all open their doors to young women as well as to young men; but, as far as can be ascertained, no institution of full collegiate rank especially or exclusively for them had been established in 1881.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State University*, the two other collegiate institutions previously mentioned, with the *State Agricultural College*,³ Fort Collins, and the *State School of Mines*,⁴ Golden, all afford opportunities for scientific training useful to the agricultural, engineering, and mining industries of the State. In the *State University*, the *State Agricultural College*, and the *University of Denver* the courses cover 4 collegiate years beyond the preparatory; in the *State School of Mines* and the regular scientific course of *Colorado College*, 3 years. This last offers also special courses, of less definite duration, in mining engineering and metallurgy.—(Calendars and circulars.)

For such statistics of scientific classes as these institutions may report, see Tables IX and X of the appendix; for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction, under Protestant Episcopal influences, was given in 1880-'81 in the *Cathedral Theological School*, Denver, by 4 instructors, to apparently a single student. This school is the successor of *Matthews Hall*, Golden, which, after 6 years' service, was suspended in 1877, and lost its buildings and library by fire April 6, 1878.—(*Protestant Episcopal Almanac*.)

Medical instruction, apparently after the "regular" system, was offered in the autumn

¹ A subsequent catalogue shows that the young women, with a single exception, had dropped out of the collegiate classes by the close of 1881.

² This university is the outgrowth of a school that was chartered in 1864 as the *Colorado Seminary*, under Methodist Episcopal influences; it continued for some years, but eventually failed from lack of funds. It began its new life as the *Denver University* and *Colorado Seminary* in 1880, but in 1881 dropped the latter part of its title, the seminary having been made a preparatory department of the university.—(Catalogues and return.)

³ The *State Agricultural College*, receiving 90,000 acres of land as an endowment from the congressional land grant for such colleges, was first chartered in 1877 and organized in 1879, in a new building erected for it in 1878, where, on a farm of 240 acres, it has since been steadily increasing its educational advantages. During the winter of 1879-'80 it held 7 farmers' institutes in different parts of the State.

⁴ The *State School of Mines*, chartered in 1872 and organized for work in 1873, was made a State school by act of February 9, 1874. Reorganized and reequipped in 1879-'80, it entered a new building, with greatly augmented apparatus for its work, October 13, 1880.

of 1881 by the College of Medicine of the University of Denver, which seems to have been then just organized, with 17 instructors. The requirements for admission are an examination in English composition, writing, grammar, arithmetic, natural philosophy, and the rudiments of Latin and Greek, except for high school graduates or others certified by their instructors in such a school to be proficient in these studies; for graduation, study under a physician for three years, attendance on at least 2 full courses of lectures (which in this school are of 26 weeks), with a thesis and the passage of a satisfactory examination in the 7 principal branches of medical science. The full curriculum embraces 3 consecutive graded courses of lectures; but, while this is earnestly recommended, it was not made obligatory in 1881-'82, nor was any inducement offered to complete it, beyond a reduction of one-half in the fees for the third year.—(Calendar of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND THE BLIND.

The Colorado Mute and Blind Institute, Colorado Springs, is a State school, begun in 1874, with a course of instruction meant to cover 7 years; it had 40 pupils in 1881, out of 54 entered from the beginning of its work. These, all deaf-mutes (accommodations for the blind not being then complete), were instructed in the ordinary school studies, with drawing, articulation, and lip reading, as also in such industries as printing for the boys, and sewing, dressmaking, household work, care of younger children, &c., for the girls. Provision for the accommodation of the blind appears to have been in progress, and it was hoped that after the opening of the new building other useful employments might be introduced. Instructors in school studies, 3; in household industries, 1.

INSTRUCTION IN ART.

The University of Denver presents courses of instruction in music and painting: the former includes vocal and instrumental training that covers 4 years and leads to the degree of MUS. B.; the latter extends through 14 stages, the time required for which and for the degree of bachelor of painting is to depend on the ability and application of the student. Both courses, as detailed, appear to be more thorough and comprehensive than is common in the colleges.—(Catalogue and circular.)

NOTEWORTHY BENEFACTIONS.

GIFTS FOR EDUCATION.

The prospectus of the University of Denver in 1880 stated that, when Colorado Seminary, out of which the university has grown, failed some years ago from want of funds, Ex-Governor Evans, one of the earliest and most earnest friends of the seminary, bought the property, paid the debt, and at the date of the circular proposed to give the ground and buildings to the trustees of the university and to add \$3,000 to purchase apparatus, while another zealous friend, Mr. J. W. Bailey, offered \$10,000 more. No explicit notice of the accomplishment of these benevolent propositions appears in the catalogue or return for 1881; but, as the buildings have evidently come into possession of the trustees improved and much enlarged, it is taken for granted that these gentlemen have carried out their kind intentions.

EDUCATIONAL CONVENTION.

COLORADO STATE TEACHERS' ASSOCIATION.

The meeting of this body for 1881 was appointed for December 28-30, at Colorado Springs, and is said to have had an inspiring programme prepared for it; but no account of its proceedings has been received.

CHIEF STATE SCHOOL OFFICER.

HON. LEONIDAS S. CORNELL, *State superintendent of public instruction, Denver.*

[Term, January 13, 1881, to January 9, 1883.]

CONNECTICUT.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-16)-----	140, 235	143, 745	3, 510	-----
Number enrolled in public schools--	119, 694	119, 381	-----	313
Number enrolled over school age--	4, 349	3, 942	-----	407
Average attendance in winter-----	78, 421	76, 028	-----	2, 393
Average attendance in summer-----	68, 672	69, 050	378	-----
Percentage of enrolment to enumeration.	85. 35	83. 05	-----	2. 30
Pupils in other than public schools--	13, 900	12, 500	-----	1, 400
Attending schools of all kinds-----	132, 343	131, 856	-----	487
Children of school age in no school--	13, 565	17, 545	3, 980	-----
Percentage attending all schools-----	94. 37	91. 73	-----	2. 64
SCHOOL DISTRICTS AND SCHOOLS.				
Number of towns-----	167	167	-----	-----
Number of school districts-----	1, 473	1, 471	-----	2
Number of public schools-----	1, 630	1, 634	4	-----
Departments in public schools-----	2, 594	2, 627	33	-----
Schools with two departments-----	130	134	4	-----
Schools with more than two-----	178	180	2	-----
Whole number of graded schools-----	308	314	6	-----
Departments in graded schools-----	1, 275	1, 314	39	-----
School-houses built during the year--	20	16	-----	4
School-houses in good or fair condition.	1, 436	1, 446	10	-----
School-houses in poor condition-----	211	208	-----	3
Average time of schools in days---	179. 02	179. 98	0. 96	-----
TEACHERS AND THEIR PAY.				
Teachers in winter public schools--	2, 771	2, 800	29	-----
Teachers in summer public schools--	2, 746	2, 781	35	-----
Teachers continued in the same school.	2, 119	2, 144	25	-----
Men teaching (estimated)-----	746	680	-----	66
Women teaching (estimated)-----	2, 354	2, 432	78	-----
Average monthly pay of men-----	\$56 43	\$60 69	\$4 26	-----
Average monthly pay of women-----	35 42	35 37	-----	\$0 05
RECEIPTS AND EXPENDITURES.				
Income for public schools-----	\$1, 481, 701	\$1, 482, 025	\$324	-----
Expenditure for public schools-----	1, 408, 375	1, 476, 691	68, 316	-----
PUBLIC SCHOOL FUND.				
Amount of State school fund-----	\$2, 021, 346	\$2, 021, 346	-----	-----

(From reports and returns of Hon. Birdsey G. Northrop, secretary of State board of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general control of educational interests is confided to a State board of education composed of the governor, lieutenant governor, and 4 persons appointed by the general assembly, one from each congressional district, who hold office 4 years, 1 being changed each year. The board appoints a secretary, who is its executive officer and acts as superintendent of schools, and a general agent to supervise the execution of the compulsory school laws. There is also an assistant secretary for office work. Town school officers are boards of visitors of 3, 6, or 9 members, or else school committees of 6, 9, or 12, the latter in towns which have abolished the district system. District officers are school committees of 3 members, except in school districts which succeeded former school societies, where there are, instead, boards of education of 6 or 9 members.

OTHER FEATURES OF THE SYSTEM.

School funds are derived from local taxation, from the income of a State school fund and town deposit fund, and from a State appropriation of \$1.50 for each child 4-16, which age is the basis of apportionment of public school moneys to towns. No district may receive its share of State school funds unless it has provided school accommodations satisfactory to the town board of visitors, has made through its committee an annual report to the town board, and sustained school at least 30 weeks during the year if there are 24 or more children 4-16 years old in the district, and 24 weeks if the number be less. Towns neglecting to provide for the support of schools forfeit to the State a sum equal to the amount which they were by law required to appropriate. School visitors must report annually to the secretary of the State board and the latter to the general assembly. In order to receive pay from public funds teachers must hold a certificate of qualification from school visitors, keep a register, and report to school visitors. Provision is made for public school libraries, graded and high schools, a normal school, a reform school, and an industrial school for girls. All children 8-14, unless physically or mentally disabled, must attend some school at least 3 months in each year, of which 6 weeks must be consecutive, or else be taught the common school branches at home for an equal length of time; and such children may not be employed in any business unless they have been taught for at least 60 days during the year preceding.

NEW LEGISLATION.

Among the amendments to school laws passed during the January session, 1881, was one giving the city council of any city power to establish and maintain a public library and reading room and to levy a tax for such purpose not to exceed one mill and a half on the dollar annually.

The same privilege was extended to any town or borough in which, on the petition of 50 legal voters, a majority of the voters should decide in favor of the imposition of a tax within the 3 mill limit for this purpose.—(State report.)

GENERAL CONDITION.

The statistics show a slight increase during 1880-'81 in the number of public schools taught, in the departments or rooms in them, in the length of school term, and in the number of teachers and their pay. But the number of pupils receiving instruction not only did not keep pace with the increase in school population, but actually fell off by 313 in public schools and 1,400 in private. It is thought that the attendance on private schools was greater than the number given, for, although school visitors are required to report on this point, the law gives them no authority to obtain the necessary information except as it may be given voluntarily. The decrease in public school enrolment, it is said, will not justify the inference that education was considered less important than heretofore; but, on the contrary, it is more clearly seen each year that a State whose prosperity depends so largely as does this on skilled labor cannot afford to allow any portion of its youth to be unschooled. It is explained that during 1880-'81 more children under 5 were excluded from public school than ever before, and that an increased prosperity in business caused the withdrawal of more youth 14-16 for work. It is thought that the number not in any school was almost entirely made up of the latter class and of children under 6 (the enumeration taking in all 4-16), and that almost all the children 8-14 were in school during some portion of the year. The expenditure for public schools increased by \$68,316 and the income by \$324, though the amount raised by local tax and voluntary contributions was \$14,539 less. The compulsory school law had continued to be useful in preventing truancy and absenteeism. The agent of the board visited about 200 schools in 44 towns, causing the prosecution of 6 parents and 1 guardian for neglecting to send their children to school. During the ten years past, 17 parents and guardians have been prosecuted for such neglect. Most of these paid the fine and costs; but in some cases judgment was suspended while the children attended school for at least 3 months, and then the complaints were withdrawn.

CITY SCHOOL SYSTEMS.

OFFICERS.

These are boards of school visitors of 6 to 9 members, boards of education of 9 to 12, and city superintendents.

STATISTICS. a

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeport.....	29,148	7,135	5,191	3,540	80	\$38,605
Danbury.....	11,666	2,761	2,263	1,508	43	36,752
Derby.....	11,650	3,104	2,702	1,705	48	31,502
Greenwich.....	7,892	1,918	1,481	796	29	13,688
Hartford.....	42,551	9,590	7,553	4,645	142	165,664
Meriden.....	18,340	4,893	3,024	1,832	48	35,341
Middletown.....	11,732	2,651	2,068	1,162	47	28,826
New Britain.....	13,979	3,852	1,873	1,244	35	22,695
New Haven.....	62,882	14,882	12,282	9,059	237	197,254
New London.....	10,537	2,090	1,891	1,277	41	22,795
Norwalk.....	13,956	3,136	2,375	1,402	42	26,772
Norwich.....	21,143	5,073	4,218	2,792	97	84,817
Stamford.....	11,297	2,574	1,685	1,048	35	21,276
Waterbury.....	20,270	4,577	3,650	2,630	57	59,058
Windham.....	8,264	1,971	1,158	679	28	15,059

a The statistics here given, except for population, are from a table in the State report for 1880-'81.

ADDITIONAL PARTICULARS.

Bridgeport, besides 5,191 pupils attending public schools, reports 450 in private schools, making 5,641 under instruction and leaving 1,634 not attending any school. There was an increase of 77 in public school enrolment and a slight decrease in average attendance. Of the 90 teachers, 81 had been continuously employed and 9 were beginners; 87 were women, who received an average monthly pay of \$44.95. The three men were paid \$146.67 each. A new and commodious high school building was erected in a central and otherwise desirable locality of the city. It is of 3 stories, contains 14 study and recitation rooms, also 6 others, including a chemical laboratory and library. All the modern conveniences and improvements have been introduced, the most approved methods of heating, lighting, and ventilation being adopted.

In *Danbury* the public school enrolment and average attendance decreased slightly during 1880-'81. There were 116 pupils attending private schools and 436 not under instruction. Of the 47 teachers all but 4 had been continuously employed; all but 6 were women, who received an average of \$37.74 a month, men being paid \$63.50.

Derby reports 36 children in private schools and 387 not under instruction. Of the teachers 6 were men and 42 women; 46 had been continuously employed, the men being paid an average of \$85.42 monthly, the women \$41.06.

Greenwich had a lower public school enrolment by 71, with 64 fewer in average attendance, than during 1879-'80; private schools enrolled 145, leaving 339 not attending any school. Of the 29 teachers only 2 were beginners. Men were paid an average of \$48.89 monthly; women, \$32.19. Schools were generally prosperous. Steps were being taken in a portion of the district to secure a much needed addition to the accommodations for pupils.

Hartford reports a slight decrease during the year in public school enrolment and average attendance, 1,487 pupils in private schools, and 1,093 children out of school. Of the public school teachers (20 men and 122 women), all had been continuously employed, the men receiving \$195.92 monthly, the women \$60.05. There was a full attendance on evening schools of students 8 to 50 years of age, who earnestly endeavored to improve. The endeavor to keep truancy within bounds was reasonably successful. Twenty truants were committed to reformatory institutions, against 15 the year before. The high school was efficient, as in former years. It has become an educational necessity which the people would not be without for many times its cost. Subsequent information indicates that the beautiful building it occupied has been destroyed by fire.

The *Meriden* public schools during 1880-'81 gained 106 in number of pupils enrolled and lost 4 in average attendance. There were 655 attending private schools and 845 supposed to be in no school. Of the teachers only 2 were beginners in the work; 8 were men and 40 women, the men being paid \$104.38, the women \$44.88 monthly. A central school for the more advanced pupils was established to meet a need which has existed for some time, and which had been partially supplied by teaching some of the higher branches in the graded schools. Drawing, which had been neglected of late, was to receive special attention.

Middletown had 17 more pupils enrolled in public schools in 1880-'81 than the year before, but owing to the prevalence of diseases the average attendance was less by 213. There were 494 attending private schools, and 301 were supposed to be without instruction. All the teachers had been continuously employed. Men received an average of \$91.63, women of \$38.85 a month. A great improvement in discipline is reported, and this improvement was ascribed to the fact that corporal punishment had been discouraged and almost abolished. From January to July there were only 16 cases of flogging, against 187 the year before.

In *New Britain* the enrolment and average attendance in public schools were considerably less than the year before; more pupils attended parochial schools, and the public schools suffered also from absences caused by vaccination. The attendance in private and parochial schools was 817, and 720 were reported to be in no school. Of the 35 teachers 2 were men; all had been continuously employed, the men at \$148.95 a month, the women at \$38.63. A class of 6 was graduated from the high school. Botany was added to the course of study there.

New Haven had 756 more pupils attending public schools during 1880-'81 than the year before and 706 more in average daily attendance. Private schools enrolled 1,586 children and 1,616 were in no school. Of the teachers in public schools—17 men and 220 women—225 were continuously employed. Men were paid an average for the month of \$179.53; women, \$51.02. Gratifying progress was made in the primary department. The experiment of teaching children to read and write script at the very beginning of their course was successful and had been largely extended. Teachers say that script is learned quite as easily as print and that much time is saved by beginning thus early. The high school course has been upward, with little serious interruption, during a number of years. There were 580 pupils enrolled in the high school, of whom 331 were in average daily attendance. In 1881, for the first time since the graduating class became large, all who desired to teach were admitted to the training school.

New London reports a decrease of 176 in public school enrolment and of 56 in average attendance, 40 pupils in private schools, and 242 not in any. The 41 public school teachers—3 men and 38 women—had been continuously employed, men being paid an average of \$186.67 a month and women \$38.95.

Norwalk also reports a loss in public school enrolment and average attendance; 465 attended private schools and 330 no school. All the teachers in public schools had been continuously employed, men receiving an average of \$76.75; women, \$43.11.

In *Norwich* public school enrolment decreased by 81 and average attendance by 34; 385 pupils were reported in private schools and 503 in no school. Of 97 public school teachers, 90 had been continuously employed, the average monthly pay of men being \$90.04; of women, \$38.74.

Stamford reports a slight increase in public school enrolment and average attendance, 566 pupils in private schools, and 451 in no school. Of 35 public school teachers—7 men and 28 women—32 had been continuously employed, men receiving an average of \$88.57 and women \$41.74.

Waterbury enrolled 144 more in public schools and had 183 more in average daily attendance. Of 57 teachers—5 men and 52 women—51 had been continuously employed. The private school attendance of 489 raises the total to 4,139; 520 were reported as not attending any school.

In *Windham* there were 1,158 pupils enrolled in public schools, 679 in average attendance, 481 attending private schools, and 410 in no school. Of the 28 public school teachers, 21 had been continuously employed, men receiving an average of \$69.33 a month; women, \$32.10.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, New Britain, admits pupils who are at least 16 years old who pass an examination in the common school branches and declare their intention to teach in the public schools, giving free tuition in a 2 years' course and also furnishing text books without charge. There were 150 pupils registered during the year and 115 in average attendance, as large a number as can well be accommodated. Two classes were graduated, one of 20 in January and of 25 in June, nearly all of them engaging in teaching. But the number of students graduated does not represent the entire influence of the institution on the public schools; a considerable number of the normal pupils enter the profession before completing the course, but not without receiving valuable instruction, suggestions, and inspirations, and acquiring more or less familiarity with improved methods. A liberal appropriation was made by the legislative assembly for a suitable normal school building to be erected immediately.

TRAINING CLASSES AND DEPARTMENTS.

Connected with the public high schools in a number of the more important cities are classes or departments for the preparation of teachers.

TEACHERS' INSTITUTES.

The institutes of 1880-'81 were largely attended by teachers, school officers, and citizens. A total of 896 attended the 4 institutes held; the sessions of each lasted 3 days, with an average of 224 attending, or 18 more than in any former year. The lecturers employed were practical teachers, who described methods they had themselves tested. Besides the institutes, and in connection with them, educational meetings were held in many of the towns by the secretary of the board, for the purpose of enlisting the interest of teachers and citizens in education. A greater number of these local meetings was held this year than usual; they were cordially welcomed by the people and largely attended.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In this State all towns are authorized by law, but none are required, to establish and maintain schools of a higher grade than the ordinary public schools. Those in operation comprise town and district high schools, senior departments of graded schools, and endowed academies conducted so as to form a part of the public school system. For this reason, says the State report, it is difficult to decide as to what may properly be called public high schools. A list is given, however, of 51 which have claims to be included, but no statistics are presented.

OTHER SECONDARY SCHOOLS.¹

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven (Congregational), Trinity College, Hartford (Protestant Episcopal), and Wesleyan University, Middletown (Methodist Episcopal), are the institutions for superior instruction in Connecticut. The youngest of these (Wesleyan) has been in existence half a century, Trinity 55 years, and Yale 180 years. The two oldest are exclusively for young men; Wesleyan University has since 1872 admitted women on equal terms.

Yale College offers instruction in departments of theology, medicine, law, and philosophy and the arts. The last comprises, besides an undergraduate academical department, courses for graduate instruction, the undergraduate section of the Sheffield Scientific School, and a school of the fine arts. The academical undergraduate course for the first two years is prescribed, while the junior and senior classes are allowed a large number of optionals. This department never knew a more prosperous year than that of 1880-'81. Scholarship was well maintained and the number of students and of instructors was never before so large. It was decided to allow candidates for admission an examination in the more elementary studies a year or more in advance of the final one; also, that an examining committee be sent hereafter to San Francisco, such committees having been hitherto sent only to Chicago and Cincinnati. Bequests were made to the institution during the year by various friends amounting to more than \$350,000. Of this sum \$10,000 were given by Lucius Hotchkiss, of New Haven, to the fund in aid of needy students of the academical department. Dr. Timothy Dwight Porter, who died in December, 1880, left, in addition to former gifts, property worth \$43,000, which, less an annuity of \$5,000, was to be used to increase the teaching force in the academical department. A laboratory for instruction in physics was pledged by two graduates, one of the most opportune gifts, it is said, that could have been made. All the arrangements for sewerage and drainage on the college campus were reconstructed during the year, at considerable expense and under direction of one of the most thorough sanitary engineers of the country, although no complaint had been made of the old plan and the health of students had been exceptionally good. There were 50 students in the school of the fine arts, and 601 undergraduates and 44 graduate students.

Trinity College offers the regular classical course, and also special studies, including modern languages and general science, the degrees being A. B. and B. S. Students desiring to study without reference to a degree are admitted to such classes as they are prepared to enter. The college received a gift of \$40,000 during the year from Col. C. H. Northern, of Hartford, for the erection of a building. The college had 101 students under 12 professors in 1881.

¹The Guntery, a somewhat celebrated school of this class at Washington, Conn., lost by death in August, 1881, its founder and noted principal, Frederick W. Gunn, a brief account of whose life will be found further on.

Wesleyan University provides 3 undergraduate courses of study, classical, Latin-scientific, and scientific; 163 students attended in 1881. In the first two, many studies of the last 3 years are elective, but in the scientific course electives are permitted only in the last 2 years. Opportunities for graduate study in any of the branches taught are offered. Examinations for admission were to be held in 1881 in Philadelphia, Cleveland, Cincinnati, and Chicago.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Sheffield Scientific School of Yale reports for the year 1880-'81 a decided increase in the number of students. Whether this was due to accidental causes or to the revival of interest in those studies which bear directly upon the progress and prosperity of the country was doubtful. This school was organized in 1847, through the generosity of Mr. Joseph E. Sheffield,¹ and received in 1863 the State's share of the congressional appropriation for the benefit of industrial education. Three undergraduate courses of study are provided, embracing, among other branches, instruction in chemistry, civil and dynamical engineering, and agriculture. There are also a number of graduate courses arranged to suit the wants of college graduates and other persons of liberal education. In 1881 there were 185 students attending the school.

PROFESSIONAL.

Theological instruction is given in the theological department of Yale College (Congregational), in the Berkeley Divinity School, Middletown (Protestant Episcopal), and in the Theological Institute of Connecticut, at Hartford (Congregational). All present courses of study covering 3 years and require an examination for admission which must show a collegiate or equivalent training. Of 38 undergraduate students in the Berkeley Divinity School 36 held degrees in letters or science, and of 29 in the Hartford School 24 held such degrees. Out of 97 theological students in the school at Yale 84 had already taken one or more degrees and the others had attended colleges or seminaries without graduating. Provision is made at Yale and at the Hartford Seminary for graduate study. At Yale 7 of the 97 students in 1880-'81 were in a graduate class. The school at Hartford reports 1 graduate student. A new library building has been erected for the theological library at Yale, at a cost of \$10,000, being a donation from a former benefactor.

Legal instruction is given in the law department of Yale College, which offers an undergraduate and a graduate course, each of 2 years. An examination for admission to the undergraduate department is required of all who are not college graduates. The proportion of students who have had a collegiate training has continued to increase in the school, and during 1880-'81 such students comprised two-thirds of the junior class. The graduate course, open to graduates from any law school, has created at Yale a school of political science, in which, among other topics, instruction is given in American and English constitutional history, the formation and regulation of municipal corporations, international law, political economy, parliamentary law, canon law, general and comparative jurisprudence, Roman and French law, sociology, and the conflict of laws. A fund of \$60,000 (subject to a life interest) was bequeathed by Hon. Lafayette S. Foster, who died in September, 1880, to found a professorship of English common law. This is the first legacy ever left to the school, and the chair for which it makes provision is the only one yet endowed.

The *medical* department of Yale College reports more effective work done during 1880-'81 than in the years preceding, the factors in this improvement being an increase in the amount of the instruction given, a further development of the plan of study, and material permanent improvements, such as apparatus, instruments, and laboratory and lecture room conveniences. The work of instruction is represented by 1,389 hours, against 1,274 the year before, including only the hours spent in actual lectures, recitations, and laboratory teaching. During this, the second year of the graded system, the gradation has been much more complete than it was in the first: chemistry and normal histology were assigned to the first year, physiology to the last half of the junior and the first half of the middle year, and certain special courses to the senior year. Examinations are held at the end of each year in the branches studied. The library received, among other donations, a valuable one from the late Prof. David P. Smith, who bequeathed to it his valuable professional library and surgical instruments. He also left to the school a portion of his estate to be applied (at the death of his widow) to the endowment of a chair of the theory and practice of medicine.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Education of the Deaf and Dumb*, Hartford, has given instruction to 2,282 deaf and dumb youth of Connecticut and the other New England

¹ Since this was written, Mr. Sheffield has died, leaving a large part of his great wealth to the school.

States since its organization in 1816. During the year 1880-'81 225 pupils were registered, and at date of the report 179 were attending, only 49 of these being from Connecticut; 30 were from Maine, 17 from New Hampshire, 16 from Vermont, 61 from Massachusetts, and 6 from Rhode Island. Besides the common school branches, tailoring, cabinet making, and shoemaking are taught. Of 10 boys who graduated from the first class in June, 1880, 8 secured steady employment at good pay and 2 entered the National Deaf-Mute College at Washington. The plan of instruction pursued here is the combined method, embracing articulation, the sign language, and writing. It is believed that by articulation alone instruction can be conveyed only to the semi-deaf and to exceptionally bright pupils among the congenitally deaf, but that a large proportion of the latter never attain facility in lip reading and can be better taught by other means.

Whipple Home School, Mystic River, a private school for deaf-mutes established in 1869, had 11 deaf and dumb under instruction during 1880-'81. The plan followed is that of articulation exclusively. All are taught the common school branches; the boys learn also to work on the farm and the girls to do housework.

EDUCATION OF THE BLIND.

Connecticut has no institution for the blind, but provides for their instruction in the schools of other States.

EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, gives instruction to this class of children in the more elementary common school branches, in Kindergarten work, sewing, fancy work, singing, dancing, and gymnastics, the aim being to extend a healthy training to the physical as well as the mental powers. About 35 per cent. of pupils since the beginning have been improved by the course.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut State Reform School*, Meriden, receives boys committed to it by the courts for crime or truancy, and also others placed here by parents or guardians for reformation. The mild yet firm discipline and parental care given the boys are producing good results, as shown by their improved character and conduct. There have been 3,076 under instruction since the organization of the school in 1854; the number present November, 1880, was 307. The schools are thoroughly classified in 7 grades, and liberally supplied with approved books and other necessities. Besides their literary studies, the boys are taught farming, the cane seating of chairs, and the manufacture of overalls. They are furnished with an abundance of wholesome food, are comfortably and neatly clad, and are lodged in single beds in light, well ventilated rooms. Bathing conveniences are very complete, and untiring attention is given to cleanliness.

The *Connecticut Industrial School for Girls*, Middletown, is not strictly a State institution, though fostered and encouraged by the State, but a private charity in its initiation and management, and designed to save, educate, and prepare for useful life girls that are in danger of falling into vice and crime. To this end it gathers them into homes containing, as a rule, not more than 35 each, with ample facilities for instruction in the elements of learning, in morals, in good domestic habits, and in useful industries, and bestows a like care on them to that which the reform school gives boys, the age for admission being 8 to 15. First opened in 1870 with 24 inmates, it had at the close of 1880 received 430, of whom 408 were dismissed and 138 returned. There were 160 in the school December, 1880, of whom the primary department enrolled 52; the intermediate, 51; the higher, 57. The aim is to give a thorough common school education, together with such industrial training as will prepare for self support. The school is managed on the family plan, and has four houses, for which it is indebted mainly to individual gifts, about half of those enumerated in the report being from benevolent women. A fifth house is about to be added, an appropriation of \$10,000 having been made for the purpose by the general assembly. The general result of the instruction given in the school is said to be that 75 per cent. of the girls are saved.—(Reports, and letter from Rev. Thos. K. Fessenden.)

TRAINING FOR NURSES.

The Connecticut Training School for Nurses, organized in 1873 with 4 pupils, reports 17 under training at the New Haven Hospital during 1880-'81, besides 5 who had completed their year of hospital study and service and remained at the school for the five months of outside practice required of all. Eight pupils received diplomas, having completed the entire course of 18 months. Candidates for admission must be 22 to 40 years of age, of good character and sound health, and must sign a written agreement to remain under the direction of the school 18 months. At the end of their hospital course they are allowed a month for rest. During the first 12 months they receive board, lodging, tuition, and \$2 a week; during the last 5, \$14 a month and board. During the year 1880

applications for nurses were made at the hospital, of which only 52 could be granted. A number of applications were also made for nurses to take charge of training schools.—(Eighth annual report of training school.)

EDUCATIONAL CONVENTIONS.

CONNECTICUT STATE TEACHERS' ASSOCIATION.

The thirty-fifth annual meeting of the State Teachers' Association, held in Hartford, October 27-29, 1881, was largely attended by teachers and educators from all parts of the State. The first address, by Rev. L. T. Chamberlain, of Norwich, on "Education and schools," is described as one of the soundest ever delivered before the association; it showed the importance of moral, intellectual, and physical training, also touching on the question of sanitation in school building.

On the second day the association met in sections, all three being largely attended. Before the primary section papers were read by Superintendent H. M. Harrington, of Bridgeport, by Miss Hattie Ball, of Middletown, and by Miss E. G. Cilly, of Norwich, on methods of teaching; Professor Sawyer, of New Britain, also spoke briefly on the subject in the discussion that followed. "Language: its rank as a study and some methods of teaching it" was the subject of an essay by Mr. George R. Burton, of New Haven. Miss Fanning, of Norwich, read a paper on the same subject, and it was further discussed by a number of others.

In the grammar school section Miss Ellen J. Whiton, of Waterbury, with the assistance of two pupils from her school, gave an object lesson in United States history by means of an ingenious arrangement of pieces of colored cambric pinned on an outline map of the United States; the pupils also rehearsed a history of the United States flag, unfolding flag after flag used in the revolutionary war before the present one was adopted. Mr. E. L. Mead, of Winsted, spoke on "The school and the community," and Mr. S. T. Dutton, of New Haven, gave his views as to the duty of teachers to pupils. Mr. C. W. Walcott, of Waterbury, addressed the teachers on "Three systems of musical notation: the staff notation, Galen's figure notation, and tonic sol-fa notation," after which an address on reading in grammar schools, by Prof. B. Huxley, of the Adelphi Academy, Brooklyn, N. Y., closed the programme.

The first address before the high school section was by Mr. J. B. Welch, of Williamantic, on the place of biology in the high school, the speaker including under the term "biology," botany, physiology, the classification of animals, zoölogy, and geology—in short, all manifestations of life. The topic was discussed by Dr. Henry Barnard, Mr. Childs, of the Hartford High School, and others. The section considered the questions "Are the courses of study in the high schools calculated to prepare the youth for a business life?" and "How shall we teach the scholar a correct method of study?" The exercises of the section then closed with a lecture by Prof. Selah Howell, of New York, on "General history as an important element in the school course."

In the afternoon, the sections being united, officers were elected for the ensuing year, and an address was delivered by I. J. Osburn, of the State Normal School at Salem, Mass., on "Methods and results," illustrating with simple apparatus methods of teaching the operation of many of nature's laws. In the evening, a large number of citizens, as well as teachers, being present, an address was delivered by Hon. J. L. M. Curry, LL. D., of Richmond, Va., general agent of the Peabody education fund, on education at the South, in which he presented many interesting facts on that subject and argued that assistance should be given by the National Government. The closing exercises on Saturday included an address from Mr. Mark Pitman, of New Hampshire, on Grube's method of teaching arithmetic, and one by Mr. A. P. Somes, of Danielsonville, on "The proper use of text books."—(Journal of Education, November 3, 1881.)

CONNECTICUT COUNCIL OF EDUCATION.

This association was organized in 1879 for the purpose of awakening public interest in education, promoting the improvement of teachers, elevating the character of schools and increasing their efficiency, and establishing the profession of teaching on a better basis. Its semiannual sessions for 1881 were held in New Haven May 7 and November 25-26.

At the meeting in November the first business considered was the report of a committee appointed to urge the passage of a bill concerning a State board of examiners for teachers. It was discussed by a number of prominent educators, but no definite conclusion seems to have been reached. The afternoon session was devoted to a discussion of the question "What is education?" The next day the council considered the topic "What is teaching?"—(Journal of Education.)

OBITUARY RECORD.

FREDERICK W. GUNN.

This well known and able teacher was founder and for nearly a third of a century principal of The Gunnery, a famous school for boys in Washington, Conn., his native place, where he died in August, 1881, after a useful life of more than three score years. Graduating from Yale College in the celebrated class of 1837, Mr. Gunn opened a school in his native town in 1838. But the movement for the abolition of slavery was then violently agitating the community, and Mr. Gunn, an ardent advocate of emancipation, excited such opposition by the advocacy of his principles that he was expelled from the church and driven out of the town. He established a school at Towanda, Pa., but after two years public sentiment at Washington had so changed that he thought it well to return, and in 1850 he founded the school with which for 31 subsequent years his name was identified.

Mr. Gunn's method of training boys was unique. The central object he kept in view was the development of manhood, character, and physique. With these secured he believed that mental growth would follow. There was, therefore, no marking system and no direct incentive to purely intellectual growth, but earnestness was steadily cultivated in everything. Composition, rhetoric, and oratory had especial attention. A knowledge of public events was also made an important feature, Mr. Gunn himself reading the daily paper to the school. The honorable side of a boy's character was assiduously cultivated. A lie was held to be an abomination, and tattling was studiously discouraged. With a keen insight into boy character, each one of several odd and original punishments for offences was levelled at a particular flaw, even the sports of the school being impressed into the prevailing punitive system. The effect of Mr. Gunn's discipline was the creation of a general heartiness and manliness among the boys like that at Rugby under Dr. Arnold's rule.

The funeral of this much loved teacher was singularly touching. His former pupils gathered from far and near, from business, the professions, and college, 60 of them heading the procession.—(Pennsylvania School Journal, November, 1881.)

REV. LEONARD BACON, D. D., LL. D.

Born in Detroit, Mich., February 19, 1802, Dr. Bacon died in New Haven, December 24, 1881. His father, a missionary to the Ojibwa Indians, sent this son, in 1812, to Hartford, Conn., where he was educated by his uncle, Dr. Leonard Bacon. Entering Yale as a sophomore in 1817, he graduated in 1820 in the same class with T. D. Woolsey, who subsequently became president of the college. He afterwards studied at Andover Theological Seminary, and in 1825 became pastor of the Centre Church, New Haven, in which post he always remained, becoming pastor emeritus in September, 1866. He filled the chair of systematic theology at Yale from 1866 to 1871, and contributed largely to the improvement in the quality and fortunes of that school. In 1871 he became lecturer on church history and polity. He also delivered lectures before the law department on ecclesiastical jurisprudence, was a contributor to the *Christian Spectator* from 1822 to 1838, and since 1843 furnished more than a hundred articles to the *New Englander*. In 1850 he aided in founding the *New York Independent*, and was for a long time its editor. He published, in 1846, a volume of essays on slavery, from which it is said President Lincoln gained his own decided antislavery views. In debate, especially at such gatherings as the meetings of the General Association of Connecticut and the American Board, he was always a leading spirit. He received the degree of D. D. from Hamilton College in 1843 and that of LL. D. from Harvard in 1870.—(Congregationalist, Boston.)

CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY GRANT NORTHROP, *secretary of the State board of education, Hartford.*

[Mr. Northrop has continued in this office since January 1, 1887. It is understood that he has offered his resignation, to take effect in January, 1888. During most of this long period he has had the efficient assistance of Rev. J. G. Baird as assistant secretary.]

DELAWARE.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age.....	31,505	33,133	1,628	-----
Colored youth of school age.....	3,954	4,152	198	-----
Whole number of school age.....	35,459	37,285	1,826	-----
Whites enrolled in free schools.....	25,053	26,578	1,525	-----
Colored enrolled in free schools.....	2,770	2,544	-----	226
Total enrolment in free schools....	27,823	29,122	1,299	-----
Average attendance of colored youth	2,074	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	409	410	1	-----
Free schools for whites in these....	510	516	6	-----
Average time of white schools in days.	158	153	-----	5
Valuation of school property for whites.	\$440,788	\$450,000	\$9,212	-----
Schools for colored youth.....	51	51	-----	-----
TEACHERS AND THEIR PAY				
Teachers in free schools for whites.	536	527	-----	9
Male teachers in such schools.....	-----	222	-----	-----
Female teachers in such schools.....	-----	305	-----	-----
Average monthly pay of men in free schools for whites.	\$30 83	\$31 49	\$0 66	-----
Average monthly pay of women in free schools for whites.	\$24 79	\$27 56	\$2 77	-----
Teachers in schools for colored youth	58	56	-----	2
Average monthly pay of colored teachers.	\$22 00	\$22 00	-----	-----
INCOME FOR PUBLIC SCHOOLS.				
Whole receipts for free schools for whites.	\$177,652	\$144,840	-----	\$32,812
Receipts for schools for colored youth.	3,361	-----	-----	-----
STATE SCHOOL FUND.				
Amount of permanent school fund.	\$448,999	\$495,749	\$46,750	-----
Amount annually allowed the schools.	26,960	28,870	1,910	-----

(From the report of Hon. James H. Groves, State superintendent of free schools, for 1879-'80, and from figures kindly furnished by the same in advance of his report for 1880-'81, with additions for colored schools in Wilmington from Superintendent David W. Harlan.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State these consist of a superintendent and an assistant superintendent of free schools, both appointed annually by the governor; also, of a State board of education, com-

posed of the secretary of state, the president of Delaware College, and the State superintendent, with the assistant superintendent as acting secretary. There are also school committees in each united school district, elected by the people for 3 years' terms, with change of one member each year.—(School laws, 1881.)

OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there is "the school fund of the State of Delaware," no part of which is to be used for academies, colleges, or universities. There are also local taxes, which in each of the school districts of New Castle County amount to \$150; in those of Kent County, to \$125; in Sussex County, to \$60. In addition to such annual levies used in the school districts where they are raised, other sums may be levied if required in several of the districts in these counties. The school fund apportioned to each county is to be distributed equally among all the districts of the county, except that in New Castle County one-seventh part is to be distributed among the districts contained within the city of Wilmington and the residue among the remaining districts equally. Teachers are required, under forfeiture of salary, to furnish quarterly reports to the proper authorities. These are the regulations for the schools of the white population.

The schools for colored youth have a separate and distinct fund, which is under the charge of the Delaware Association for the Education of the Colored People. A tax of 30 cents on the \$100 of real and personal property and poll of colored persons is annually levied, and \$2,400 are annually appropriated from the State treasury, commencing with October, 1881. No school is to receive its pro rata unless it has been taught at least 3 months of the school year, with an average attendance of at least 15 scholars. The \$2,400 are to be divided equally among the schools of New Castle, Kent, and Sussex Counties. Exempted from the regular tax are several persons of Sussex County, who form a body politic entitled "The Indian River school districts for a certain class of colored persons." They establish schools of their own, and vote the sum required, not to exceed \$200, for the two subdistricts. Each school is to be open to children between the ages of 7 and 21 of the persons specified. From 1882 on, these schools are also to receive a pro rata share of the general school fund for colored, provided they too are taught at least 3 months with an average attendance of 20 scholars and that \$25 have been raised by taxation for each school during the year.—(Digest of school laws, 1881.)

GENERAL CONDITION.

The indications for the year 1880-'81 are favorable upon the whole. With an addition of 1,826 youth of school age there was an increase in enrolment of 1,299. And although this training seems to have been given by somewhat fewer teachers in the free schools, it is probable that this is only an apparent falling off, arising from the fact that teachers, being better prepared for their work and getting somewhat better pay, are more permanent in their positions. For the first time, too, the State recognizes its obligation to aid in the education of the colored people. A law was passed March 22, 1881, appropriating \$2,400 from the State treasury for the colored schools. This is in addition to the tax of 30 cents on \$100, which, on their own petition, they have been allowed from 1875 to devote to education.

KINDERGÄRTEN.

For any schools of this grade, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEM OF WILMINGTON.

OFFICERS.

A city superintendent and a board of public education, made up of 2 members from each ward, have charge of the schools.—(City report.)

STATISTICS.

The total population, according to the census of 1880, was 42,478; youth of school age (6-21), not given; school-houses in use, 19; sittings, 5,864; enrolment, 7,065; average daily attendance, 4,392; teachers, 116; expenditures, \$89,370.—(Report and return.)

ADDITIONAL PARTICULARS.

Owing to the changes of teachers, to sickness, and to a severe winter, the work of the year was performed under unusual difficulties. Yet the schools were kept up to the high standard of the last few years, and at some points made advances. A revised course of study was introduced, so that there are now ten primary grades instead of twelve and six grammar grades instead of seven. The study of Latin and formal object lessons

were also discontinued. The increase in enrolment and attendance over the preceding year was occasioned by the annexing of a district to the city. Without this there would have been a decrease of 79 enrolled and 123 in average attendance. No mention is made of the evening schools kept in former years. The normal school is probably continued, as the report states that 4 divisions in the training school are taught by pupil teachers who are in training and on trial.—(Report and return.)

TRAINING OF TEACHERS.

NORMAL CLASSES.

As stated above, the normal school connected with the Wilmington school system seems to be still in existence, although no special account of it appears in the report of the city superintendent. It is stated, however, that, through the influence and instruction of the principal of the training school, better methods were substituted in all the schools for the *a b c* method in teaching the alphabet and the first lessons in reading.—(City report, 1880-'81.)

The normal class reported in former years at Delaware College is apparently discontinued.

TEACHERS' INSTITUTES.

The State superintendent of free schools is required to hold at least one teachers' institute, of at least three days in length, in each of the counties of the State. All teachers of the county are expected to be present unless unavoidably detained. The number of such institutes for 1881 is not known. One held in Sussex County was said to be thronged with people, who listened to the proceedings with evident interest. A thorough appreciation of the cause of education was indicated.—(Laws of 1881 and Journal of Education.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In Wilmington there are five rooms used for high school classes. The two schools, one a combined high and grammar school for boys, the other for girls, enrolled 110 pupils, an increase of 13 over the previous year. The average daily attendance was 90, an increase of 17. From the boys' school, which had 58 pupils, there were 6 graduates; in the girls' department, 52 enrolled and 10 graduates. The 3 years' course is still continued. Revised courses of study were adopted by the board on January 24. These went into effect, in part, on February 1, and were to be fully carried out in September. The study of Latin was discontinued from the beginning of the year.—(City report, 1880-'81.)

Outside of Wilmington only one public school is known which attempts any measure of secondary instruction. This is at Lewes.

PRIVATE SECONDARY SCHOOLS.

The Wilmington Conference Academy, Dover, occupies a notable position among the educational forces of the State. The school is coeducational. Particular attention is paid to the choice of teachers, the corps consisting of eight. Great care is taken to properly coördinate all departments. Recent additions have been made to the library and to the scientific collections, and all connected with the school manifest great interest in making it an educational centre.

For statistics of private academic schools reported, see Table VI of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES.

Delaware College, Newark, was first chartered in 1832, rechartered in 1867, and opened under reorganization in 1870. The preparatory department (Newark Academy is virtually such) had 6 instructors in 1881 and 80 students. The collegiate department (faculty 6, students 47) includes a 4 years' classical course, one of similar length in science and agriculture, and a 4 years' literary course. The scientific and literary courses were extended in 1879 from 3 to 4 years. Instruction in law—elementary, constitutional, and international—is given in the senior year. The college reports 30 scholarships, but no fellowships. In 1881 8 degrees were conferred, 4 of A. B. and 4 of PH. D.—(Catalogue and return.)

Wesleyan Female College, Wilmington, the only other institution of collegiate rank in the State, commences with primary and preparatory, has a 4 years' classical and a 3 years' English course, gives instruction in the French and German languages, and in drawing, painting, and music.—(Catalogue.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific and agricultural department of Delaware College admits students to the 4 years' course who are at least 14 years of age and who produce testimonials of good moral character and sustain an examination in the common English branches. In the scientific course, so called, there were 33 students in 1881. The method of instruction in this department is twofold. In addition to the recitations and lectures, the actual farming operations of the State become an objective study.—(Catalogue and returns.)

PROFESSIONAL.

No professional schools are reported from the State of Delaware ; some instruction in law is given in the State College.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, THE BLIND, &C.

The special schools of Pennsylvania and the District of Columbia furnish the training required by any such unfortunates in this State.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its third annual meeting at Rehoboth Beach, August 22-25, 1882. President William A. Reynolds, of Wilmington, delivered the inaugural address. This was followed by "Improved methods of instruction," State Superintendents Groves and Carpenter reading the report and other gentlemen continuing the subject. Superintendent Harlan advocated normal schools as necessary to improve methods and teachers. President J. M. Williams, of Wesleyan Female College, urged the need of improved teachers. At the afternoon session an essay, by C. S. Conwell, of Dover, on the beauty and usefulness of the study of Shakespeare was freely discussed. Rev. W. B. Gordon, of Smyrna, lectured in the evening on the cultivation of the beautiful. On the following day Principal S. J. Willey gave a paper on the "Fourth profession." He considered the profession of teaching equal in importance to the professions of theology, law, and medicine. By raising the standard of qualifications the number of teachers would be decreased and their pay and positions correspondingly increased. In "The true sphere of the public school" Principal R. D. Harrington traced the history of the public school from its inception in Athens until the present. He stated that success is only attained when the curriculum is adapted to the peculiar wants of the people, to their condition, habits, and circumstances. Both of these topics led to discussion. At the evening session, Rev. A. W. Lightburn addressed the association on "The principles and perils of our common education." He argued for an education founded on christianity, virtue, and truth. On the last day of the session, Miss E. D. Fraser read a paper on "School authorities, their qualifications and duties." The normal school question was then taken up. Among the resolutions offered, was one that it is the duty of teachers to extend their usefulness in the community, to keep up with the times in methods of instruction, and to sustain the dignity of the "fourth profession."—(Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[Annually reappointed since 1875.]

FLORIDA.**STATISTICAL SUMMARY.**

	1878-'79.	1879-'80.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)-----	72, 985	74, 213	1, 228	-----
Enrolled in public schools-----	37, 034	39, 315	2, 281	-----
Average daily attendance-----	25, 601	27, 046	1, 445	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts-----	39	39	-----	-----
Number of public schools-----	1, 050	1, 131	81	-----
Number of school-houses-----	-----	961	-----	-----
Average time of schools in days-----	82	76	-----	6
Value of school property-----	-----	\$132, 729	-----	-----
TEACHERS AND THEIR PAY.				
Male teachers in public schools----	646	675	29	-----
Female teachers in public schools----	362	420	58	-----
Whole number employed-----	1, 008	1, 095	87	-----
SCHOOL EXPENDITURE.				
Expenditure for public schools----	\$140, 703	\$114, 895	-----	\$25, 808
STATE SCHOOL FUND.				
Amount of available school fund----	\$243, 900	\$246, 900	\$3, 000	-----

(From biennial report of Hon. W. P. Haisley, State superintendent of public instruction, for the years above indicated, the succeeding report for 1880-'81 and 1881-'82 not being available as this goes to press.)

STATE SCHOOL SYSTEM.**OFFICERS.**

The officers of the department of public instruction are a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

The public schools continued to be sustained from the proceeds of a common school fund, of a special State tax of 1 mill on the \$1, and of a county tax, made $2\frac{1}{2}$ to 4 mills on the \$1 in 1881.¹ The interest on the common school fund, with the amount raised by the 1 mill tax, is apportioned annually by the State superintendent among the counties in proportion to the children residing therein between the ages of 4 and 21, and by the board of public instruction among the schools in proportion to the average attendance of pupils between 6 and 21. The schools must be maintained at least 3 months each year. Any district² neglecting to maintain such school or schools forfeits its portion of the common school fund during such neglect, and the fund thus forfeited is distributed among the counties at the next apportionment. The maximum school day is 6 hours: school month, 22 days; school term, 3 school months; school year, 3 terms. The school

¹ This was a change from $2\frac{1}{2}$ mills to 4 mills, with $2\frac{1}{2}$ as a minimum, and was the only one of any importance.

² Counties are here school districts.

census of children between 6 and 21 and 4 and 21 must be taken at the time of assessing county taxes. Persons duly authorized as teachers are required to teach deportment and morals, to inculcate the principles of truth, honesty, patriotism, and the practice of every christian virtue, and may devote one-half day in each week to instruction in some branches of needlework or manual labor. The constitution enjoins the legislature to provide a uniform system of common schools and a university, but no steps have yet been taken to establish the latter, except in its agricultural and mechanical departments. (Constitution and laws.)

GENERAL CONDITION.

In the absence of official information as to statistics of 1880-'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has had to content himself, in his report for 1881, with the statistics of the previous year.

CITY SCHOOL SYSTEMS.

OFFICERS.

There is no separate city school system. The county officers have control of the city schools in common with those of the counties in which they are located. The only clear statistics to be had include county as well as city schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Jacksonville (including Duval County).	19,431	.....	2,366	1,781	65	\$15,010
Key West (including Monroe County).	10,940	3,416	795	520	18	5,457

ADDITIONAL PARTICULARS.

Jacksonville proper, with two outlying suburbs, appears from a printed county report to have had 1,100 pupils enrolled in its public schools and 903 in average attendance, under 22 teachers. The course of study covers 3 primary, 5 grammar, and 3 high school years, the high school serving for the county as well as the city, and bearing the title of Duval County High School. One of the city schools is a large graded one for colored pupils. This in 1880-'81 had 6 teachers besides the principal, enrolled 515 pupils, and had 445 in average attendance. Another graded school for the same race, under Methodist Episcopal influences, had 5 teachers and 166 pupils.— (Report for Duval County and of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

Key West, including Monroe County, presents no information additional to that in the table except that of the 795 pupils enrolled 191 were in the alphabet, 143 in first reader, 136 in the second, 106 in the third, 82 in the fourth, 62 in the fifth, 33 in the sixth; there were 550 in arithmetic, 568 in writing classes, 427 in geography, 283 in grammar, and 40 in such higher studies as history, natural philosophy, chemistry, &c.— (Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The East Florida Seminary, Gainesville, established in 1853 and supported from the proceeds of the national land grant, has served of late years as a public graded school, but was organized in 1880 as a State normal. The course extends through 3 years beyond a preparatory year, none being admitted to the normal course except after examination in the studies of the preparatory course. Boys under 15 and girls under 14 cannot enter the normal classes. Besides other studies, the normal course embraces methods of teaching, school organization and management, history and philosophy of education, and educational psychology. The classes below the normal serve as an experimental school for observation and practice teaching. Normal pupils may study Latin and Greek, but not to the detriment of the full English course. Instructors in 1880-'81, 7; normal pupils, 13; other pupils, 140.— (Catalogue and return.)

TEACHERS' INSTITUTES.

No record of such means of improving teachers has reached the Bureau at the time at which this goes to press, though they were held in 1880.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

For these schools in 1880-'81 no definite information is at hand. In 1879-'80, about 5,000 pupils were studying the higher branches, but the number of high schools was not given. Jacksonville and Key West, as well as the West and East Florida Seminaries, had high school departments, and other schools elsewhere may have had. Lincoln Academy, Leon County, which in 1879-'80, through aid from the Peabody fund, had a principal and 4 assistants, was operated for 9 months, and was said to be "the only high school for colored youth in the county."

OTHER SECONDARY SCHOOLS.

For statistics of academic schools, see Table VI of the appendix, and the summary thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

No institution of this class had been established in Florida up to the year under review, nor does any appear to have been projected in that year. The constitution of 1868 required the legislature to provide for a university as well as for a system of common schools, instruction in both to be free. But as no time was fixed for the establishment of the university and as education in the State has not in any past year reached the point of fair demand for high collegiate training, there has been no action taken by the legislature towards furnishing it, except as mentioned below under Scientific Instruction.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

No schools of this class appear to have been yet called for in this State, the comparatively slight demand for this grade of instruction for young women being sufficiently met by several colleges for women in adjoining States.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

No information has been obtainable as to the State Agricultural College, which in 1876 was located at Eau Gallie, in the southern section of the State, beyond the fact that at the opening of 1881 it remained still at Eau Gallie, whence it was to have been removed, and that it had an endowment fund of more than \$120,000. This college is the only department of the State university that has been organized, and its existence has been threatened by a proposition to appropriate its fund to common school purposes or use it to endow a normal seminary, with an agricultural department.

No schools for professional training, except of teachers, existed in 1881.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND, DEAF, AND FEEBLE-MINDED.

Information as to what is done by the State towards the training of its poorer youth of these classes has been sought in vain. The constitution of 1868 requires that "institutions for the benefit of the insane, blind, and deaf, and such other benevolent institutions as the public good may require, shall be fostered and supported by the State," and it is hoped that the spirit of this requirement may be carried out by placing such unfortunates in the training schools of other States until Florida can make provision for them herself. The fact that the quadriennial census of youth of school age is required to include a special one of deaf-mutes looks in this direction.

EDUCATIONAL CONVENTIONS.

MEETINGS OF COUNTY SUPERINTENDENTS AND OTHERS.

The school law requires and empowers the State superintendent of public instruction "to call meetings of county superintendents of schools and other officers, for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness." The last State superintendent, in his report for 1880, showed that he had complied with this requirement, calling meetings and delivering addresses to school officers and others at from one to four points in each county with apparently useful results. The biennial report of his successor on this and other matters for 1881 and 1882 is not due at the date at which this goes to press.

CHIEF STATE SCHOOL OFFICER.

Hon. E. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.] by Google

GEORGIA.

STATISTICAL SUMMARY.

	1880.	1881.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18)-----		a236, 319		
Colored youth of school age (6-18)-----		a197, 125		
Whole number of school age-----		a433, 444		
Whites in public schools-----	150, 134	153, 156	3, 022	
Colored in public schools-----	86, 399	91, 041	4, 642	
Whole number in public schools-----	236, 533	244, 197	7, 664	
Average daily attendance-----	145, 190	149, 908	4, 718	
Youth in elementary private schools-----	35, 115	33, 493		1, 622
Youth in academic private schools-----	9, 052	7, 841		1, 211
Youth in collegiate schools-----	4, 285	2, 040		2, 245
Whole number in private schools-----	48, 452	43, 374		5, 078
SCHOOLS.				
Public schools for whites-----	4, 066	4, 053		13
Public schools for colored-----	1, 603	1, 704	101	
Public schools under local laws-----	247	298	51	
Total number of public schools-----	5, 916	6, 055	139	
Public schools reported as graded-----	115	163	48	
Public schools reported as high schools-----	16	10		6
Private elementary schools-----	1, 083	1, 080		3
Private academic schools-----	131	119		12
Private and State collegiate schools-----	32	15		17
Whole number of private schools-----	1, 246	1, 214		32
TEACHERS AND THEIR PAY.				
Number of teachers employed-----	6, 000	6, 128	128	
Average monthly salary of men-----	\$50 00			
Average monthly salary of women-----	\$30 00			
Teachers in private elementary schools-----	1, 174	1, 183	9	
Teachers in private academic schools-----	274	227		47
Teachers in collegiate schools-----	232	98		134
Whole number of teachers in private schools-----	1, 680	1, 508		172
INCOME AND EXPENDITURE.				
Receipts for public schools-----	\$471, 029	\$498, 533	\$27, 504	
Expenditure for public schools-----	471, 029			

a In 1877.

(From reports of Hon. Gustavus J. Orr, State commissioner of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a board of education, composed of the chief executive officers, with the governor as president ex officio, and a State school commissioner as chief executive officer; for each county (the counties here being school districts),¹ a county board of education.

¹ Except in 4 counties, in which the election of the county board is provided for by special acts.

tion of 5 freeholders, appointed by the grand jury, a secretary elected by it being ex officio county school commissioner and holding for 4 years; for each subdistrict into which the county may be divided, 3 trustees appointed by the county board for local supervision.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

The annual State school fund is derived from a poll tax of \$1 and from a special tax on shows, exhibitions, and sales of spirituous and malt liquors; from the proceeds of commutation taxes for military service; from certain sums received from two railroads; from educational funds not belonging to the State university;¹ and from such other sums as may be raised by general taxation. District taxation is allowed for supplying suitable school buildings and furniture.

High schools are cut off, except in specially chartered districts, as the constitution of 1877 provides only for studies in the elementary branches. Provision is made for evening, ambulatory, and manual labor schools. White and colored children must be taught in separate schools, with equal advantages to both according to their grade. Sectarian books must not be introduced into the schools, nor must the reading of the Bible be forbidden. The county board decides what text books and books of reference shall be used in the common schools of the county. The county commissioner examines candidates for teaching, and recommends them to the county board for such grade of license as they may merit, which shall be good for 1, 2, or 3 years, according to its grade; except in some counties especially exempted, he must visit the schools in his county at least twice each year, make, once in 4 years, an enumeration of the children of school age (6-18) in his district, and distribute the school fund received on the basis of the number of such, and report annually to the State superintendent. Teachers must report to the county commissioner at the close of each term; he to the State commissioner, who reports annually to the assembly. Failure to do this involves forfeiture of pay. Principals of all other than State schools, having public pupils, must also report. To entitle a county to its proportion of the State fund, primary schools must have been kept open, free to all, at least 3 months of the year throughout the county, except where, on account of sparseness of population, the primary schools cannot be maintained for that time; in this case the county boards can provide for such schools to continue 2 months only in different places convenient to the majority of the pupils, each school to contain not less than 15 pupils. The school term must be so arranged that the same teacher may serve in 1, 2, 3, or more schools successively.—(Constitution and laws.)

GENERAL CONDITION.

The statistics for 1881 show fair advance in the condition of the public schools. The enrolment materially advanced, the greatest part of the increase being in colored pupils, and the average daily attendance bore a good proportion to the increased enrolment. There were 139 more public schools and 128 more public school teachers. A large falling off was reported in the number of pupils and number of teachers in private schools.

AID FROM THE PEABODY FUND.

The report of this fund, made at the regular meeting of the trustees in October, 1881, shows that Georgia received \$4,200 for training teachers at Nashville, \$500 for colored pupils at Atlanta, and \$600 for the Georgia agency.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities of over 20,000 inhabitants may have boards of education or of trustees of schools, of whom a part are in some cases members ex officio, as mayors of the city or judges of the courts. The elective members are in most cases subject to partial annual change. Those of Augusta, Macon, and Savannah combine county and city systems, a superintendent being employed in each of these cases.—(City reports and laws.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta.....	37,409	10,500	4,226	3,951	64	\$45,808
Augusta.....	21,891	5,628	2,487	1,471	39	.....
Columbus.....	10,123	2,863	1,408	1,149	26	16,971
Macon.....	12,749	3,339	1,881	1,135	33	.....
Savannah.....	30,709	6,243	3,110	2,789	56	.....

¹ The proceeds of endowments, gifts, or bequests for school purposes in any county may be added by the county school board to what is received by it from the State distributable fund for county schools.

ADDITIONAL PARTICULARS.

Atlanta reported 10 schools, classed as high, grammar, and primary. The grammar schools comprised each 8 grades, corresponding to the first 8 years of school life, 6 to 14, while the high school for girls comprised 4 grades, answering to the next 4 years of school life. The course in the boys' high school covered only 3 years, differing in the studies to be pursued mainly in the substitution of optional Greek for French. The general enrolment reached 4,226, with an average per cent. of 93.2 in daily attendance, and at an annual cost per scholar of \$10.83, while in the high schools there were enrolled 302, with an average per cent. of 94.6 in daily attendance. There was still a pressure for more school room for both primary grades and high schools. A new school-house erected during the year for the colored children, containing 8 large rooms, well lighted and ventilated, is said to be the pride of the colored people. It is, at their request, officered by educated colored teachers, who have demonstrated that they understand their own race and know how to teach and preserve discipline.—(Tenth annual report, 1880-'81.)

Augusta had a well graded system of public schools, classed as primary, intermediate, grammar, and high. The primary had a 3 years' course; the intermediate and grammar, 2 years' courses. The high school department included 3 schools, 2 of them for white and 1 for colored pupils. One of the 3 was for girls alone; the other 2 for both sexes. The full course was 3 years. These high schools had in 1880-'81 an enrolment of 152; an average, monthly, of 108 present; an average, daily, of 94, of whom 13 were graduated. The high school for colored pupils completed with the year a 2 years' course, and a question was raised whether it should be continued of that length or be extended to 3 years; but, as the rule of the board is that the high schools shall have 3 classes, each of a year, it is hardly possible that one race should be deprived of the advantages given to the other. The superintendent reports that there has been a steady advance both in enrolment and average attendance in the schools, many citizens having withdrawn their children from private instruction and placed them in the public schools. The increased pressure in the colored schools was such that out of 1,132 pupils only 723 could be furnished with seats.—(Report.)

Columbus had 7 school buildings, on 4 lots, used for both primary and grammar grades, with 1,182 sittings, valued, with grounds, &c., at \$35,200. Instruction was given in music. In the absence of any normal school, the superintendent gratuitously gave some normal training to the teachers. In private and parochial schools, 250 were enrolled.—(Return.)

Macon.—For the city there were 7 school buildings, with 37 rooms and 1,500 sittings. During the year a large building that had been used for a medical college was added to the school accommodations, making the value of school property \$43,000. There was a marked advance in all departments over even that of 1879-'80. In the matter of organization, the schools for whites approached very near the completion of the city plan, comprising 3 full grade schools for elementary and grammar classes, with a central school of higher grade, the whole embracing a course of study beginning with elementary school work and extending through the studies preparatory to college or to the better class of business positions. In this last school the graduating class for the year (25) was the highest ever graduated, and the increased attendance such as to render necessary the enlargement of the building to accommodate, in another year, the growing enrolment. Provision for the colored school population was also much advanced, so that, for the first time since the adoption of the city system, the colored pupils were accommodated in buildings supplied by the city without cost to the board, and with capacity for from 150 to 200 additional scholars. The revised course of study covers 9 years. Enrolled in private and parochial schools, 300.—(Ninth annual report and return.)

Savannah had 7 school buildings, with 56 rooms for study and recitation and 3,200 sittings, valued, including grounds, &c., at \$130,300. In some rooms there was overcrowding; rather than refuse admittance to any and to relieve the teachers of this overcharge, many unqualified children were put into the higher grades. It was thought better to suffer this evil than to reject the large number of applicants. There were 7 schools for whites and 2 for colored. The schools below the high reached a per cent. of average daily attendance on average belonging of 89.5 whites and 88.5 colored. Below the high school there are 8 grades, beginning with the lowest elementary studies and ending in a preparation for the high. There are 2 high schools, 1 for boys and 1 for girls, each having a 4 years' course and nearly the same studies, with an enrolment of 169, an average belonging of 137, an average daily attendance of 127, and 23 graduates. The instruction in the schools is meant to be conservative. Except in language study, progress was satisfactory. Fully 25 per cent. of the teachers were graduates of the public schools; and it was to be the policy to give the colored schools in the country their share of these well qualified teachers. There was improvement in the discipline. Much attention was given to hygienic principles, with pleasing results in the physical as well as the mental health of the pupils. Enrolment in private and parochial schools, 500.—(Sixteenth annual report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There being no State normal school, as such, the higher normal instruction of a few specially selected whites from this State was conducted at the normal college at Nashville, Tenn., the Peabody fund providing for the instruction of some 20 scholars during the year 1881.—(Peabody fund report.)

The *North Georgia Agricultural College*, at Dahlonega, has a normal department free to such of either sex as wish to become teachers. The trustees enjoyed the right to send pupils during the fall months to remote school districts not otherwise provided for, pledging their support while thus engaged. Those who complete the regular course of 4 years receive a certificate which exempts them from examination by any other school authorities in the State. Statistics for 1880-'81 are not available.

Atlanta University, Atlanta (for the superior training of the colored race), presented again, in 1880-'81, the 4 years' normal course formerly termed the higher normal, the requirements for entering which were the same as for the college preparatory course. Young women entering this course, in addition to the customary studies, are taught such elements of household science as plain sewing, cookery, nursing the sick, and the preparation of simple dietary articles for them. Specimens of their sewing work are preserved for examination. They receive, at the completion of the course, certificates of graduation that are equivalent to teachers' certificates. The former normal course, below that above mentioned, became in 1880-'81 the grammar school course.—(Catalogue.)

The *Haven Normal School*, Waynesboro, like that at Atlanta, is for the instruction of colored teachers. It is assisted by the Freedmen's Aid Society of the Methodist Episcopal Church, and had a 4 years' course of study. There were 80 pupils under 2 teachers in 1880-'81.—(Methodist Year Book.)

Clark University, Atlanta, has a normal department for the instruction of colored teachers, which includes all studies of the English course and 2 years additional.—(Catalogue.)

TEACHERS' INSTITUTES.

The State school law makes no provision for the holding of teachers' institutes. The State superintendent, at latest date, was endeavoring to secure from the assembly an appropriation of \$1,500, which, with a supplemental sum that he had no doubt could be obtained from the Peabody fund, would enable him to establish in 1880-'81 from three to five such institutes in the State.—(State report.)

EDUCATIONAL JOURNALS.

Georgia, having no educational journal, has to depend on the educational periodicals of other States for the early publication of school matters pertaining to the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The constitution of 1877 made no provision for high school instruction in the public schools. In the cities and counties under local laws, 16 schools of this grade were reported by the State school commissioner in 1880, but neither enrolment nor attendance was given. From reports of cities received at this Bureau it appears that Atlanta, Augusta, and Savannah had each two separate high schools for boys and girls in 1881, as previously, with courses of from 3 to 4 years. The courses in all were the same, except that Atlanta had 3 years for boys and 4 for girls, differing throughout but slightly in required studies, which, so far as stated, are of the highest grade below college. Atlanta had 7 teachers, 302 enrolled pupils, 286 in average daily attendance, and graduated 35. Augusta had 2 high schools for whites and 1 for colored, for which see page 43. Savannah enrolled 169, and with an average daily attendance of 127 graduated 23. Macon and Sandersville had each 1 high school, the latter having a course of 3 years, while that of the former is not given. Macon Central High School had 2 teachers, 101 pupils and an average daily attendance of 81; it graduated 25, the highest number ever reached. (City reports and returns.)

OTHER SECONDARY SCHOOLS.

As indicated for 1879-'80, there were 131 private high schools reported in that year, with 274 instructors and 9,052 pupils; similar information for 1881 shows 119 such schools, with 227 teachers and 7,841 pupils. Among these schools is Clark University, Atlanta, an institution for the higher education of the colored people, supported by the Freedmen's Aid Society of the Methodist Episcopal Church. In 1881 this school shows a college course of fair standard for such a school, a good preparatory course, and 2 college classes. There is, too, a course in carpentry and architecture, in which instruction is

given in building and cabinet work. Girls are trained in sewing, laundry work, and house keeping. To these will be added, as fast as means are furnished, agriculture, iron work, and practical business. In 1880 the main college building was erected at a cost of over \$30,000, to which is attached a farm of 450 acres. The enrolment for 1879-'81 was 277, with 8 teachers.—(Catalogue.)

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens, had for 1881 academic, State college, law, and medical departments, besides 4 branch colleges in different parts of the State. Under the academic were 10 schools, out of which were formed the classical, scientific, and literary courses of 4 years each; in the first 2 of these the studies were substantially the same. In the academic department there were 93 students in 1881. For the other departments, reference is made to their proper headings, further on.—(Catalogue.)

Atlanta University, Bowdon and Gainesville Colleges (non-sectarian), Mercer University, (Baptist), Pio Nono (Roman Catholic), Emory College (Methodist Episcopal South), had classical courses of 4 years, also preparatory (except Mercer University) and scientific (Gainesville and Bowdon not reporting). Pio Nono reported a junior class in civil engineering, graduate courses in ethics, a commercial course, and special instruction in military drill. Atlanta University continued to give normal, theological, and agricultural instruction; Emory College, biblical study in both its classical and scientific courses, while Mercer University continued its theological and legal departments.—(Catalogues.)

Emory College received in 1881 the handsome donation of \$50,000 from Mr. George I. Seney, of New York, \$20,000 of it for building, \$5,000 to pay indebtedness, and \$25,000 to endow a Lovick Pierce professorship.—(Christian Advocate.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Atlanta University and, as last heard from, Bowdon and Gainesville Colleges gave equal instruction to young women. Gainesville College is reported by its recent president as of a grade not above a city high school. He also reports the organization in 1881 of another institution, termed Methodist College, at Gainesville, giving to both sexes equal privileges. The course, however, as given in its catalogue of 1881, shows it to have been in that year only of the standard of a good preparatory school.—(Catalogues and return.)

Wesleyan Female College, Macon, one of the institutions here referred to, is reported to have received from Mr. George I. Seney, of New York, \$50,000, in 1880-'81, for the improvement of its educational advantages.—(Educational Weekly, April 7, 1881.)

For statistics of schools of this class, see Table VIII of the appendix; for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

For training in this direction there are the scientific and philosophic courses of the University of Georgia, Athens, with the schools of agriculture, engineering, and applied chemistry in the State College of Agriculture and the Mechanic Arts, also at Athens, all of 4 years, while at Mercer University, Macon, and at Emory College, Oxford, there were in 1881 scientific courses of 3 years, and at Pio Nono College, Macon, one of 2 elementary and 2 nominally collegiate years. Of the courses in the 3 colleges last named, that at Emory College appears to be the fullest and best arranged. The 4 branches of the State College of Agriculture and the Mechanic Arts, at Cuthbert, Dahlonega, Milledgeville, and Thomasville, although styled agricultural, present in their courses very slight indications of any work in the line of either agriculture or mechanics. They seem to serve largely, in their lower grades, the purpose of public schools; in their higher ones, that of preparatory schools for the State university, one giving also some normal training.—(Catalogues and returns.)

Of the institutions for superior instruction of young women, to be found in Table VIII, the following report chemical laboratories and apparatus for illustrating physics: Lucy Cobb Institute, Athens; Columbus Female College; Andrew Female College, Cuthbert; Monroe Female College, Forsyth; Griffin Female College, Griffin; Southern Female College, La Grange; Georgia Female College, Madison; Rome Female College, Rome, and Shorter Female College, at the same place, which last appears to lead in this line.

For statistics of scientific classes in the regular colleges, see Table IX of the appendix; in those of the specially scientific schools, Table X; for summaries of both, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—Emory College, Oxford (Methodist Episcopal South), and Mercer University, Macon (Baptist), both for whites, and the Atlanta Baptist Seminary, Clark University (Methodist Episcopal), and Atlanta University (Congregational), all 3 at Atlanta, and all for colored, give theological instruction to some extent, though in none is any definite course of study reported. The Atlanta Baptist Seminary, under the auspices of the American Baptist Home Missionary Society, had in 1880-'81 a class of 44 preparing for the ministry. Mercer University gave theological instruction in connection with the regular college studies, also full attention to those who chose to devote themselves exclusively to the study of theology; in Emory College Hebrew was taught in the junior and senior collegiate years; Atlanta University had a theological alumni class of 4.—(Catalogues and Baptist Year Book, 1882.)

Legal.—The legal departments of the University of Georgia, Athens, and Mercer University, Macon, continued to give legal instruction. In the former the regular course occupies 1 year of 2 terms, 4½ months each, with a provision for a 2 years' course for those who may desire it. If prepared, students may enter either the junior or senior class, but cannot graduate without studying at least 1 term. Those who finish the course receive diplomas which admit them to the bar of the superior courts of the State without examination. After 7 years of successful practice and the maintenance of a good moral character, graduates may be admitted to a higher degree.

The course at Mercer occupies the collegiate year; the degree of LL. B. is conferred. (State report and catalogue.)

Medical.—The Atlanta Medical College; Southern Medical College, also at Atlanta; Medical College of Georgia, Augusta, and Savannah Medical College, all regular, require courses of 3 years' study under a preceptor and attendance on 2 full lecture terms, those at the Medical College of Georgia and Southern Medical College being 5 months, at Savannah College 4, and at Atlanta between 4 and 5. All require a final examination and a thesis, except the Medical College of Georgia, which in 1880 made this last optional. It also, in 1881, offered a 3 years' course, with examinations at the close of each annual term, offering at the same time an optional laboratory course in practical chemistry at a slight charge. The Atlanta Medical College had 11 instructors and 134 students, and graduated 31; the Southern Medical College, 11 instructors and 95 students, graduating 38. The Medical College of Georgia had 8 instructors and 91 students, and conferred on 36 the degree of M. D., with 1 honorary M. D. Savannah College made no report for 1881.—(Catalogues and returns.)

For statistics respecting the schools of theology, law, and medicine, see Tables XI, XII, and XIII in the appendix; for summaries of the same, corresponding tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, in 1880-'81 had 5 instructors, and 71 students, 9 of whom were semi-mutes. The pupils are instructed in the English language, geography, grammar, natural philosophy, natural history, arithmetic, penmanship, shoemaking, and gardening. Preparations for a colored department were approaching completion at the close of 1881.—(Annals of the Deaf and Dumb, 1882.)

EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, reported 6 instructors for 1880-'81, with 61 pupils, 4 blind employes and workmen, and 217 pupils since the opening of the institution in 1852. The ordinary English branches are taught, with special instruction in instrumental and vocal music. The girls are trained in sewing, knitting, and domestic work, while the boys are taught broom and mattress working, cane seating, and turning. The State appropriation of \$10,000 for a colored department had not been used at the close of 1881, but the trustees hoped at an early day to press the work forward to completion.—(Annual report and report.)

For further information respecting schools for the deaf, dumb, and blind, see Tables XVIII and XIX in the appendix, and the summaries thereof in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The fifteenth annual meeting of the State Teachers' Association was held at Atlanta, July 20-21, 1881. The only account of this meeting at hand is a brief note. After a

business meeting the usual papers were dispensed with to enable the teachers to attend the sessions of the National Educational Association. A committee was appointed to secure funds for the publication of a memorial volume to be issued by the association respecting the late Superintendent Bernard Mallon. After the election of officers for the ensuing year the association adjourned to meet at Augusta on the first Tuesday in May, 1882.—(Journal of Education.)

The fourth convention of the Middle Georgia Teachers' Association was held at Sparta December 22-23, 1881, Dr. G. J. Orr in the chair. After an address of welcome and reports from the secretary and treasurer, papers were read and discussions had on "Temperament of children;" "The best means of preserving order in school;" "The best course of study for those who have but two or three years of school;" "The art of explanation;" "Loyal teachers, and what will make them such;" "Truth and honesty;" "Mistakes of trustees, parents, teachers, pupils, and citizens." The closing address was by the State school commissioner, Hon. G. J. Orr, on the "Public school system of Georgia," after which the committees made their reports, the usual officers were elected, and the association adjourned.—(Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fourth term, January 1, 1881, to January 1, 1882.]

ILLINOIS.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	1, 010, 851	1, 002, 222	-----	8, 629
Enrolled in public schools	704, 041	701, 627	-----	2, 414
Average daily attendance	431, 638	425, 858	-----	5, 780
Pupils in private or church schools ..	60, 440	59, 902	-----	538
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reporting	11, 599	11, 604	5	-----
Number with 5 months' school or more.	11, 419	11, 407	-----	12
Number with less than 5 months ..	76	87	11	-----
Number that had no school	105	110	5	-----
Number reporting libraries	980	885	-----	95
Volumes in these libraries	57, 726	61, 436	3, 710	-----
Public school-houses	11, 883	11, 925	42	-----
New ones built within the year ..	265	259	-----	6
Whole number of public schools ..	11, 964	11, 961	-----	3
Number graded, excluding high schools.	921	947	26	-----
Number of high school grade	110	114	4	-----
Average time of schools in days ..	150	149	-----	1
Valuation of public school property.	\$15, 875, 566	\$16, 956, 310	\$1, 080, 744	-----
Private or church schools	661	627	-----	34
TEACHERS AND THEIR PAY.				
Men teaching in public schools	8, 834	8, 438	-----	396
Women teaching in public schools ..	13, 421	13, 695	274	-----
Whole number, male and female ..	22, 255	22, 133	-----	122
Number from State normal schools ..	1, 167	-----	-----	-----
Number attending institutes	8, 424	7, 291	-----	1, 133
Average monthly pay of men	\$41 92	\$44 17	\$2 25	-----
Average monthly pay of women ..	31 80	35 31	3 51	-----
Teachers in private or church schools.	1, 497	1, 546	49	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools ..	\$7, 836, 953	\$7, 922, 169	\$85, 216	-----
Whole expenditure for them	7, 531, 942	7, 858, 414	326, 472	-----
STATE SCHOOL FUNDS.				
Amount of such funds reported	\$9, 049, 302	\$9, 247, 281	\$197, 979	-----

(From report of Hon. James P. Slade, State superintendent of public instruction, for 1879-'80, and from statistics furnished by him for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected quadriennially by the people, has general oversight of school matters. A county superintendent in each county also serves for 4 years. There are 3 trustees for each township, elected for 3 years' terms,

with annual change of 1. Three school directors in each district are also elected for similar terms. Women are eligible to any school office if they are over 21 years of age and possess the requisite qualifications.—(Laws, 1879.)

OTHER FEATURES OF THE SYSTEM.

Free schools were established by law in 1825. They are now maintained from a State allowance of \$1,000,000 annually and from local taxes, not to exceed 2 per cent. for current expenses or 3 per cent. for building purposes. The apportionment of funds from these sources is in each county according to the number of children under 21 years of age, and no school funds are to be used to support any sectarian institution. Colored youth are admitted to all privileges of the free schools. The length of school term is 5 months of 22 days each. The branches of study are arranged by the directors. Text books, not to be changed oftener than once in 4 years, are to be uniform. Teachers are to make the proper reports and to have certificates of qualification in order to be paid for their services.—(Laws, 1879.)

GENERAL CONDITION.

In common with 16 other States, Illinois makes only biennial reports of its school system, and 1881 was not the year for one of these; but Superintendent Slade has made up, as far as possible, this lack by furnishing from the records in his office the main statistics for the year. These indicate a decrease of enrolment in all schools reaching about one-third of the decrease in school youth, and a decrease in average attendance in public schools of nearly two-thirds of the falling off in the number to be instructed. As to school districts, it appears that, while 5 more reported, there were 5 more that had no school and 11 fewer that had schools open the full legal time; 95 fewer reported school libraries, but these had more books in their libraries than the number reporting the year before. As to schools, we find a falling off of 3 on the preceding year, but the character of these schools was somewhat higher, 26 more being graded and 4 more being of high school grade, while 259 had new buildings, 42 of which were absolute additions to the school system. Through this building and rebuilding school property was rated \$1,080,744 higher, although private and church schools somewhat declined. As to teachers, many fewer men and many more women were employed, both sexes getting rather more remunerative pay; while, as to funds, there was a fair addition to receipts for schools, with a considerable increase of expenditure upon them, the permanent fund having, moreover, \$197,979 added to it.

KINDERGÄRTEN.

For information as to this class of elementary schools for young children, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities of 2,000 inhabitants or more, not governed by any special act, have boards of education consisting of 6 members, with 3 more whenever 10,000 inhabitants are added. In cities of more than 100,000 inhabitants the boards consist of 15 members. In both cases the term is of 3 years, with change of one-third annually.—(Laws.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Belleville	10,663	4,582	1,991	1,814	40	\$37,384
Chicago	508,185	187,065	663,141	644,201	6928	\$1,127,788
Danville	7,738	3,030	1,878	1,184	34	24,314
Decatur	9,547	3,438	1,912	1,402	30	23,389
Edin City	8,787	2,642	1,400	900	23	21,666
Freeport	8,516	.....	1,700	1,350	28	23,170
Galesburg	11,487	.....	2,085	1,414	35	30,365
Jacksonville	10,928	3,693	1,665	1,367	37	33,897
Joliet	11,659	4,641	2,023	1,852	43	31,060
Ottawa	7,834	3,254	1,597	.....	40	30,806
Pecan (township)	30,251	9,516	4,915	3,674	81	54,684
Quincy	27,268	9,541	3,597	2,388	57	49,069
Rockford	13,129	4,132	2,644	1,996	58	32,615
Rock Island	11,659	3,590	2,248	1,564	39	35,706
Springfield	19,743	.....	2,792	2,078	47	36,151

* These figures are taken from a return, and do not include the statistics of evening schools. With these added, the enrolment is 63,485; average attendance, 45,005; number of teachers, 963.

† Excluding the cost of evening schools and payments on account of indebtedness incurred in previous years.

ADDITIONAL PARTICULARS.

No information has reached this Bureau from Alton, Aurora, Bloomington, Cairo, and Hyde Park.

Belleville reported 2,000 sittings for study; an average daily attendance of 48 pupils to each teacher; an increase in enrolment and attendance over the previous year; improvement in discipline and in the manner of imparting instruction; book-keeping introduced in the eighth grade schools; and so large a number of pupils in these high grades as to necessitate the establishment of an extra school.—(Report and return.)

Chicago reported the completion of 8 new buildings, with seating accommodations for 6,804 pupils, and the commencement of 5 others, 4 of which will seat 3,591 children. At the close of the school year, owing to lack of room, there were 118 half day divisions—6,668 pupils in all. The financial interests of the schools improved greatly: the school fund rentals and State dividend increased and the board saved a portion of its annual tax levy. General progress was reported in all departments. This was especially noticeable in arithmetic, penmanship, and German. This language was introduced into most of the grammar schools, and in these 4,546 pupils took lessons. Adding the number taught in the high schools there were 4,827 in all. During the year the courses of study in the high schools were so changed as to create 3 high schools, having full 4 years' courses and a 3 years' classical course. A change was also made in the mode of admission, for which see Secondary Instruction. Five deaf-mute schools were carried on, with 6 teachers and 55 pupils. Evening schools, suspended the previous year, were taught 3 months; enrolment, 3,344; teachers, 59; expenditures, \$8,376.—(City report, 1881.)

The *Danville* schools were taught 195 days, and the results of the year's work were very gratifying. A change was made from monthly to bimonthly examinations. Promotion was based on a combination of these and on the final examinations in all branches. The course of study in the high school was thoroughly revised, and a number of changes made in the work of the different grades. Six school buildings and 31 schools, in 34 rooms, are reported.—(City report.)

Decatur reports 25 teachers in the ward schools and 5 in the highest grade; the average age of pupils, 10.6 years; average percentage of attendance, 94.6; highest salary paid to male teachers, \$1,200; paid to women, \$575. Of the 1,912 pupils enrolled 420 were not tardy during the year and 60 neither absent nor tardy.—(Report.)

Elgin values her school property at \$28,230; reports 1,120 sittings for study, in 7 public school buildings; and had 7 private schools, with 628 pupils enrolled. The schools were open 185 days.—(Return.)

Freeport reports school property worth \$30,500; the 25 schools taught 196 days; 2,000 sittings for study. A special teacher of German was employed. The grades are primary, grammar, and high.—(Return and report.)

Galesburg had 7 different school buildings, accommodating 1,800 pupils; an average daily attendance of 41 to each teacher; a special teacher of penmanship provided; the schools open 177 days; and school property valued at \$136,200. Teachers in evening schools are spoken of, but no mention is made of the number or length of such schools.—(Return.)

Jacksonville reported school property worth \$160,700; 7 different school buildings, containing 1,530 sittings; 1,000 sittings in private schools; and the schools taught 188 days. Public school enrolment, 1,895; private, 1,200. No special teachers were reported.—(Return.)

Joliet had 9 school buildings, valued, with furniture and apparatus, at \$62,500; a total of 2,530 sittings, including 600 for private schools; and the usual high, grammar, and primary grades. The schools were taught 198 days.—(Return.)

Peoria (township) reports 15 school buildings, divided into primary, grammar, and high grades; 4,306 sittings; 3 evening schools, in which the teachers were paid \$40 a month; 1,580 pupils enrolled in private and parochial schools; and school property worth \$201,200.—(Return.)

Quincy had 3,121 sittings for study, in 9 buildings, which accommodated high, grammar, and primary grades. The estimated value of school property was \$210,700; enrolment in private schools, 1,700; schools taught 196 days. A teacher of German was employed, at a salary of \$450.—(Return.)

Rockford reports school property worth \$120,000; 10 school buildings, containing 2,290 sittings for study; a special teacher of music employed; schools taught 194 days; and enrolment in private schools, 460.—(Return.)

Rock Island had 7 school buildings, valued, with furniture and apparatus, at \$102,600, and containing 1,958 sittings for study. A special drawing teacher was employed in the schools, which were taught 177 days. There were 506 pupils enrolled in private and parochial schools.—(Return.)

Springfield reports a gain over last year in the number of pupils attending school. Excluding the pupils in the high school, there were 2,638 children registered in the 6 ward

schools. The percentage of attendance on average number belonging in all the schools was 96.6; number of cases of tardiness, 1,173. The amount expended for the schools was \$38,181; receipts, \$37,242. School property was valued at \$197,500 (grounds, apparatus, and furnishings included); it consisted of 6 buildings with 2,300 sittings for study. The schools were taught 198 days.—(Report and return.)

TRAINING OF TEACHERS.

STATE AND COUNTY NORMAL SCHOOLS.

The *Southern Illinois Normal University*, Carbondale, and the *Illinois State Normal University*, Normal, both State institutions, report as follows: The former had 170 students in the normal department, where the courses were of 3 and 4 years, respectively, and 224 in the 2 years' preparatory course. The latter had 438 normal and 264 preparatory students, a 3 years' normal course, and about two hundred in attendance at the special term for teachers in August. A very large attendance was also reported at the summer term of the Southern Illinois Normal, and the success in the higher branches of natural history was particularly noticeable.

The *Cook County Normal and Training School*,¹ Normalville, reports a regular 3 years' course, while high school graduates who pass the required examination stay one year and one term. In January, 1881, a Kindergarten was added to the training department. There were 223 normal students, 11 pupils in the normal class of the Kindergarten department and 22 in the practice class, 127 in the training department and 108 in the preparatory course.—(Catalogues and returns.)

OTHER NORMAL SCHOOLS.

These are the *Evangelical Lutheran Normal School*, Addison, which had 8 teachers and 125 students; the *Aurora Normal School*, Aurora, a department of Jennings Seminary, with a 2 years' course; the *Northern Illinois College and Normal School*, Fulton, 105 normal students and a 2 years' course; the *Northwestern German-English Normal School*, Galena, 51 normal students and a 3 years' normal course; *Morris Normal and Scientific School*, Morris, a normal course of 3 years, attended by 246 students; and the *Teachers' Training School and School of Individual Instruction*, Oregon, which reports the studies and time optional, and 77 normal students to December, 1881. Normal courses or departments are also found at the following colleges and universities: Hedding, Eureka, Irvington, McKendree, Chaddock, Westfield, and Wheaton Colleges, and at Lake Forest and Northwestern Universities.—(Catalogues and returns.)

TEACHERS' INSTITUTES.

Owing to the lack of a State report the number of institutes held in 1881 is unknown. There were, however, 7,291 teachers in attendance at these meetings. This shows a decrease of 1,133 over the previous year, when 372 institutes, with 8,424 teachers, were reported.

EDUCATIONAL JOURNALS.

These, for 1881, were the *Present Age*, of Chicago, a continuation of the former *Educational Weekly*; the *American Educator*, Lockport, in its fifth volume in 1881; the *Practical Teacher*, Chicago, in its fourth; and the *Normal Worker*, Morris, in its second.

The following additional ones came into existence in 1881: The *Schoolmaster*, a fortnightly publication, begun in January; the *School Herald*, also fortnightly, in February, both of Chicago; the *Illinois School Journal*, a monthly, begun in May at Normal, the seat of the Illinois Normal University, and the *Normal Journal*, Carmi, begun in August.

Besides these papers, actually of the State, the *Iapi Oaye*, or *Word Carrier*, was published at Chicago, to aid in the education of Indian children at the Dakota mission in Nebraska.

Of papers for general news the *Inter-Ocean*, at Chicago, seems to have devoted most space to education, having a weekly column of educational information.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of such schools reported for 1880-'81 was 114, and these, as in 1879-'80, are believed to represent schools with at least a 3 years' course actually pursued by the pupils, as Superintendent Slade had asked in 1880 that only such should be classed in the reports as high schools. Four years' courses existed in 63 of the schools in 1879-'80. An important change was made at Chicago at the close of 1880-'81 in the mode of ad-

¹As this goes to press, it is learned that Colonel Parker, formerly of Quincy, is to take charge of this school.

mission to the city high schools, the principals of the grammar schools being asked to report the names of pupils of whose ability to reach the required standard and pursue successfully the high school studies there could be no doubt. Pupils thus designated were admitted without examination. For all others that desired to enter, the usual examination was held.

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, schools specially engaged in preparing pupils for college, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The Illinois Industrial University, opened in 1868, is the State University of Illinois. It has received from the State large appropriations for fitting up and stocking farms and for library, apparatus, and buildings, besides the State's share of the congressional land grant for industrial and scientific education, amounting to 480,000 acres. This was supplemented with over \$400,000 given by Champaign County to secure the location of the university. The university comprises 4 independent colleges, with 10 distinct schools, including schools of military science and of art and design. The 4 colleges are of agriculture, engineering, natural science, and literature and science. The last includes a school of ancient languages and one of English and modern languages, the course in each school extending over 4 years and that of ancient languages embracing the usual studies of a classical course. The university has permitted from the first as much freedom as possible in the selection of studies. It is required, however, that students be thoroughly prepared for the work they undertake and that candidates for a degree pursue the course prescribed for that degree; also, that each student take at least one study relating to industrial science. To meet an urgent demand, temporary provision is made for one year of preparatory study. Graduates of accredited high schools are admitted without examination.

Of 30 other recognized colleges and universities, 28 send reports for 1880-'81. All but 6 of these admitted both sexes on equal terms. Three of the 6 referred to were Roman Catholic colleges; 1 was non-sectarian; the other 2 were controlled by the Lutheran Church. Of the 30 colleges and universities known to be in operation (not including the State university), 4 at date of their last report were non-sectarian in their influence; the Presbyterian and Methodist churches each claimed 5, the Lutheran 4, the Baptist and Roman Catholic each 3, the Christian and United Brethren each 2, and the Evangelical Association and Universalist Church each 1.

All but 2 report preparatory departments; all, classical courses of 4 years; 23, general scientific courses, which in most cases extended over 4 years; 3 offered separate courses for ladies, 2 philosophical, 3 select, and 5 elective courses. Twelve made some provision for the training of teachers, either in collegiate or preparatory departments; 18 included music, 6 drawing, painting, French, and German in their curriculum; 13 gave business training, 10 presented either biblical or theological courses; 4, law; and 1, medical.

Nine colleges report gifts or bequests received during the year, amounting in all to \$89,774. Illinois College, Jacksonville, a non-sectarian institution, was offered the largest amount (\$20,000), provided the college should raise \$30,000 additional. Illinois Wesleyan University, Bloomington (Methodist), and Westfield College, Westfield (United Brethren), received each \$15,000, the former for endowment and building, the latter for general purposes. Lake Forest University, Lake Forest (Presbyterian), was given \$10,000 for scholarship and general funds; Augustana College, Rock Island (Evangelical Lutheran), \$6,000 unconditionally; Lombard University, Galesburg (Universalist), \$6,500 for endowment and other purposes; Wheaton College, Wheaton (non-sectarian), \$559.35 for current expenses; Monmouth College, Monmouth (United Presbyterian), \$4,000 for endowment; Northwestern University, Evanston (Methodist Episcopal), \$2,715 for endowment; and Chaddock College, Quincy, \$10,000, purpose not specified.

For full statistics of these institutions, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for superior education offered young women in 24 out of 31 colleges and universities (including the State University), further provision is made in 12 or more institutions exclusively for them. Eight of these were authorized by law to confer collegiate degrees, a majority had courses extending over 4 years, and nearly all included among the branches taught music, drawing, painting, and modern languages.

For statistics of these colleges, see Table VIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Illinois Industrial University makes careful provision for scientific training in its colleges of agriculture, engineering, and natural science. The aim has been to give the college of agriculture the largest development possible, and agricultural students are especially invited. The full course in this school extends over 4 years, unites theory and practice as much as possible, and embraces among other branches the elements of husbandry, agricultural engineering and architecture, animal husbandry, veterinary science, rural economy, elements of horticulture, landscape gardening, and floriculture. There is also a special course for farmers, requiring only a year for completion, in which exclusive attention is given to the technical agricultural studies. The college of engineering comprises schools of mechanical engineering, of architecture, and of civil and mining engineering; that of natural science, schools of chemistry and natural history. All require 4 years for completion and lead to the degree of B. S. The master's degrees are given on examination after a year of prescribed graduate study or a term of successful practice. Labor is furnished as far as possible, that which is not educational being paid for at from 8 to 10 cents an hour.

General scientific courses leading to the degree of B. S. are found, as above noted, in 23 of the other universities and colleges. In 18 of these institutions the courses aim to be equal in value and extent to the classical collegiate; in only 4 cases can the degree be gained by 3 years' study, and in one of these the course is soon to be extended to 4 years.

For statistics of the scientific colleges of the State University, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding; for statistics of scientific courses in colleges, see Table IX.

PROFESSIONAL.

Of 12 *theological* seminaries or departments of colleges reporting, 9 present courses extending over 3 years at least and in a majority of cases requiring for admission to the regular course an examination of all not college graduates. Only 9 report the number of students attending, which was 302. Of these 116 had received collegiate degrees. Eight reported 68 graduates in 1881 and 4 had 23 resident graduate students.

The schools requiring three or more years for graduation were Chicago Theological Seminary (Congregational); Presbyterian Theological Seminary, also at Chicago; Blackburn University, Carlinville (Presbyterian); Garrett Biblical Institute, Evanston (Methodist Episcopal); Baptist Union Theological Seminary, Morgan Park; theological department of Lincoln University, Lincoln (Cumberland Presbyterian); and 2 Lutheran institutions: Wartburg Seminary, Mendota, and Concordia College, Springfield. In the theological departments of Shurtleff College, Upper Alton (Baptist), and of Augustana College (Lutheran), the course was limited to 2 years. Another Lutheran school, the Swedish-American Ansgari College, Knoxville, discontinued in 1879 but reorganized in 1880, reports its course of study not yet fixed. Theological or biblical instruction during the college course was given in 4 of the 30 colleges above mentioned, 1 being under the Lutheran, 1 under the Methodist Episcopal, and 2 under the Christian Church.

The 2 seminaries at Chicago received gifts in funds during the year; that of the Congregational Church, \$36,886, for endowment and general purposes; that of the Presbyterian, \$3,382.50, most of it for founding a scholarship.—(Returns and catalogues.)

For further statistics of theological schools, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

Legal training is given chiefly in the Bloomington Law School, a department of Illinois Wesleyan University, and in the Union College of Law, Chicago, the latter being under the joint management of the University of Chicago and Northwestern University. In both schools the course of study extends over 2 years of 36 weeks each; neither requires an examination for admission, but in the Union College of Law a good common school education is expected and a knowledge of Latin advised. The two schools had 137 pupils in 1880-'81 and graduated 53. McKendree College, Lebanon, also has a department of law, with a course of 2 years, in which 11 students were engaged during 1880-'81 and 3 were graduated. For further statistics of law schools reporting, see Table XII of the appendix, and for a summary of it, a corresponding table in the report of the Commissioner preceding.

Of 6 *medical* schools, all at Chicago, 3 were "regular," 1 eclectic, and 2 homœopathic. The regular schools are Chicago Medical College (a department of Northwestern University), the Woman's Medical College of Chicago, and Rush Medical College. The 2 first named require an examination for admission of applicants not graduates of some school whose course affords suitable preparation, and at Rush Medical College such an examination will be required after 1883. All present the usual 3 years' medical course, requiring 3 years of study and attendance on 2 courses of lectures; they also offer and advise

a 3 years' graded course, and in Rush Medical College graduates of that course are awarded a certificate of honor in addition to the diploma. Chemical work is obligatory in all, and in the Chicago Medical College the study of medical botany is essential to a degree. In the 2 of these schools reporting statistics there were 235 students and 62 graduates in 1881.

Bennett College of Eclectic Medicine and Surgery, reporting 123 pupils and 52 graduates, and Hahnemann Medical College and Hospital (homœopathic), with 262 pupils and 101 graduates, present a 3 years' course of study; in the former an examination for admission is required, chemical work is obligatory, and a knowledge of medical botany essential to a diploma; in the latter there is no examination for admission; chemical work is obligatory, but the study of medical botany is not. The Chicago Homœopathic College presents a 2 years' graded course of study, but makes no report of students attending in 1880-'81. Women are admitted to both homœopathic colleges and to Rush Medical College, separate provision being made for them in the latter.

The *Chicago College of Pharmacy* had 116 students attending and graduated 21. Four years' experience in apothecary work is required for graduation here, as well as attendance on 2 lecture courses of 5 months each.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, admits youth 10 to 21 who are proper subjects for its care, and furnishes without charge board, tuition, books, and all other necessities except clothing and travelling expenses, and since 1875 even these have been supplied to indigent pupils by the counties to which they belong. Pupils are taught the rudiments of an English education, together with such employments as printing, shoemaking, wood turning, painting, glass, cabinet work, baking, confectionery, and gardening. The institution owns 46 acres of land; it received \$85,000 from the State in 1880-'81, and gave instruction to 578 pupils.

The *Chicago School for Deaf-Mutes*, opened by the city board of education in 1875, had in 1881 expanded into 5 schools, situated in various portions of the city, in which 55 pupils were enrolled. Four of them were of elementary grade, and embraced only the names of objects, spelling, sentence building, counting, addition, reading, and drawing; an advanced grade, in which were 13 pupils, added grammar, history, and geography. The general assembly in 1881 appropriated \$5,000 for the support of these schools, which it is said will insure their continuance 2 years longer.

For further statistics, see Table XVIII of the appendix; and for a summary of it, see a corresponding table in the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

In the *Illinois Institution for the Blind*, Jacksonville, blind youths, residents of the State, are provided with board, tuition, washing, &c., without cost. The age for admission to the school is, as a rule, 10 to 21, but trustees have discretion in all cases, and the shop is open to all who can learn a trade. Brush and broom making and the caning of chairs are taught in the mechanical department; in the literary the course of study begins with the alphabet and reaches the higher mathematics. All who show musical taste are instructed in vocal and instrumental music.

EDUCATION OF THE FEEBLE-MINDED.

The *Illinois Asylum for Feeble-Minded Children*, Lincoln, organized in 1865, had 374 children under instruction and training during 1881. Its object as expressed by law is to promote the intellectual, moral, and physical culture of this class of children, and to fit them, as far as possible, for earning their own livelihood. Pupils from Illinois are supported free of charge, the age for admission being 8-18. They are taught reading, writing, drawing, object lessons, calisthenics, domestic labor, and painting.—(Catalogue, 1880, and return, 1881.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, is for the education and reformation of boys committed to it by the courts for some offence against the law. They are taught in school 4 hours of the day and kept at work 6. The chief employments are shoemaking and cane seating of chairs, but they also do the household, farm, garden, and laundry work of the establishment. On the expiration of their sentence the State gives them \$5 and transportation home. No statistics are available for 1881.

The *Illinois Industrial School for Girls*, South Evanston, first opened in 1877, receives dependent and neglected girls who are committed to it by the State, and trains them in household and other industries and in the common school branches. No report for 1881.

The *Girls' Industrial School*, Peoria, opened in 1875, a non-sectarian institution sustained by voluntary contributions, trains about 300 children each year, the age of admission being 6 to 15.

EDUCATIONAL CONVENTIONS.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual session of the State Teachers' Association was held at Springfield December 27-29, 1881, the president, E. A. Gastman, of Decatur, in the chair. No full report of proceedings has been received, but the published programme embraced subjects of practical interest to teachers. Some of them were to be treated by eminent men and experienced educators, such as His Excellency S. M. Cullom, governor of the State; Benjamin F. Taylor, author and lecturer; Hon. Newton Bateman, president of Knox College, and others.

Governor Cullom's address of welcome showed that he had given careful attention to the educational condition of the State. He expressed his belief in compulsory education, saying that when schools are supported by taxation the State has the right and it is its duty to enforce the attendance of its children, and that Illinois is behind the most advanced States on this question. State Superintendent Slade presented some facts in regard to the schools of the State, indicating progress made and work still to be done.

The weather was favorable for a large gathering, and about four hundred teachers were present. A large proportion of the papers were interesting.

During the session of the association the county superintendents' section of it held three meetings, which were presided over by State Superintendent Slade. Only 20 superintendents out of 102 in the State answered to their names at the first meeting, but the attendance was somewhat greater at a subsequent meeting. Among the subjects under discussion were teachers' institutes; educational columns in county newspapers; county normal schools, their organization, financial support, and course of study; and What can county superintendents do to improve the taste for good literature? A resolution was passed expressing the sense of the meeting that no certificates should be issued to persons under legal age. — (Present Age.)

OBITUARY RECORD.

GEORGE A. WILD, B. S.

Mr. Wild, a graduate of the Illinois Industrial University and afterwards curator of the natural history museum, died at Las Animas, Colo., November 12, 1881. Straitened in his early circumstances he maintained himself while at college largely by teaching and practising taxidermy. Subsequently he assisted Professor Ward in Rochester and then returned to the University, where, as curator of the museum and lecturer, his exertions led to the formation of a very complete collection of North American birds. Going to Europe to study under Professor Balfour, of Cambridge, and Professor Huxley, the latter extended to him an invitation to return as a private student, which his failing health prevented him from accepting. On his return from England he went to Colorado in the hope of restoring his health, which had become impaired through overwork, but in this he was unsuccessful, and he died at the age of 27. Throughout his brief but useful life he labored assiduously for the improvement of his pupils and won the respect and esteem of all with whom he associated. — (From a sketch by James E. Armstrong.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, 1879 to 1883.]

Mr. Henry Raab has been chosen to succeed Mr. Slade at the expiration of his term.

INDIANA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	689,010	699,745	10,735	-----
Colored youth of school age (6-21).....	14,548	14,598	50	-----
Whole number of school age.....	703,558	714,343	10,785	-----
White youth in public schools.....	503,267	495,540	-----	7,727
Colored youth in public schools.....	8,016	8,315	299	-----
Whole enrolment, white and colored.....	511,283	503,855	-----	7,428
Average daily attendance.....	331,659	306,301	-----	15,358
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	9,425	9,640	215	-----
Districts in which schools were taught.....	9,383	9,600	217	-----
Districts in which no schools were taught.....	42	40	-----	2
Districts with schools for colored youth.....	104	124	20	-----
District graded schools.....	339	317	-----	22
Township graded schools.....	153	278	125	-----
Average time of schools in days.....	136	135	-----	1
Public school-houses reported.....	9,647	9,496	-----	151
School-houses built within the year.....	359	415	56	-----
Valuation of all public school property.....	\$11,817,955	\$12,024,180	\$206,225	-----
Private schools in public buildings.....	509	610	101	-----
Male teachers in such schools.....	200	231	31	-----
Female teachers in them.....	392	441	49	-----
Pupils enrolled in these schools.....	12,112	13,814	1,702	-----
Average daily attendance in them.....	8,218	8,221	3	-----
TEACHERS AND THEIR PAY.				
White male teachers in public schools.....	7,731	-----	-----	-----
White female teachers in same.....	5,732	-----	-----	-----
Colored male teachers in public schools.....	71	-----	-----	-----
Colored female teachers in same.....	44	-----	-----	-----
Whole number, white and colored.....	13,578	13,418	-----	160
Average monthly pay of men.....	\$37 20	\$38 40	\$1 20	-----
Average monthly pay of women.....	35 20	33 20	-----	\$2 00
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$4,402,850	\$4,480,306	\$77,456	-----
Whole expenditure for them.....	4,491,850	4,528,754	36,904	-----
STATE COMMON SCHOOL FUND.				
Amount of such fund available.....	\$9,065,255	\$9,133,606	\$68,351	-----

(Report of Hon. James H. Smart, State superintendent of public instruction, for 1879-'80, and special statistics from Hon. John M. Bloss, State superintendent of public instruction, for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the general administration of public school affairs there is a State superintendent of public instruction, elected biennially by the people. To aid and counsel him in case of need there is a State board of education, of which he is president, the other members being the governor, the presidents of the three chief educational institutions of the State, and the school superintendents of the three chief cities.

For local administration each county has a superintendent, chosen biennially by the assembled township trustees. To consult with him as to text books, courses of study, and other needs of schools there meets semiannually a county board of education, composed of the township trustees and the chairmen of town and city school boards in his county. In each township into which the county is divided there is a township school trustee, chosen biennially by the voters of the township, to locate schools, erect and repair school buildings, supply them with furniture and apparatus, and engage for them duly licensed teachers. In each incorporated town or city which may form another subdivision of a county there is a board of school trustees or school commissioners for essentially the same duties, with reference to whose election, see City School Systems, further on. For each public school not in such towns or cities the taxpayers who have associated themselves to sustain and carry on the school elect annually a school director.¹

Unmarried women assessed for school taxes may vote for school officers at school meetings.

OTHER FEATURES OF THE SYSTEM.

The age for free instruction in the State schools is 6 to 21. The number of unmarried youth of such age is annually ascertained through a census taken by the school officers, and none but those listed in this census as resident or domiciled in a city, town, or township are entitled to free school privileges within it for the year, unless by official transfer to it afterwards. Graduation of the schools to any required extent is provided for. Separate schools for colored youth have been the rule, but where these are not established colored children must be allowed to attend the public schools for whites; and where they do exist a colored child that can prove a preparation for higher studies than those taught in the colored schools must be admitted to such higher grade among the whites. The teaching in all public schools must be by persons duly examined and licensed. Teachers are expected to improve their qualifications by attending the institutes for this purpose held monthly in each township and annually in each county. They must also, at the expiration of each school term, make to the proper officer a full report of the attendance, studies, text books, &c., verifying this by affidavit, or forfeit one-fourth of their pay. The studies prescribed include, besides the ordinary English branches, "physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of pupils may require and the trustee from time to time direct." German is specifically required to be taught when the parents or guardians of 25 or more children in a public school require it. Provision is made for libraries to aid the influences of the schools. Means for maintaining schools come from the interest on a large common school fund, a State tax of 16 cents on each \$100 of taxable property, real and personal, and 50 cents on each taxable poll, with the receipts from liquor licenses and unclaimed fees (all distributed according to school population), and from local taxes, which must not exceed 50 cents on \$100 and \$1 on each poll, for building, furniture, &c., with 25 cents on \$100 and \$1 on each poll for tuition in townships, or 30 cents on \$100 in incorporated towns.

GENERAL CONDITION.

For the school year 1880-'81 there is no State report, which in Indiana is made biennially in the years of even number. School offices also were in many instances filled by new incumbents. As has often previously been the case under such circumstances, the showing is less favorable than that for the preceding year. Statistics kindly furnished by Superintendent Bloss present, indeed, 215 more reporting districts and 217 more in which public schools were taught; yet, with 56 more school-houses built, there were on the whole 151 fewer reported, but with a higher valuation, amounting to \$206,225. Reports as to public school attendance, too, are not encouraging. Although a decrease in 1879-'80 of 4,543 in youth of school age had been more than doubly made up by an increase reaching 10,785 in 1880-'81, there was not only no proportionate increase of enrolment in the public schools, but a falling off of 7,423, to about the enrolment of two years before; while average daily attendance, which had advanced 9,516 the

¹ This voluntary association of persons for the support and patronage of an individual school is the only approach to a country school district in this State.

previous year, ran down 15,358 in this one, reaching a point below that of three preceding years. The only offset against this diminution in attendance was an increase of 1,702 pupils in the private schools held in public buildings during the recess of the other schools, the daily average attendance in those recess schools about holding its own. Income for schools increased considerably; expenditure as reported seemed to fall off, but in reality was \$36,904 greater, reckoned on the same basis as in the report of the preceding years made to this Bureau for its report of 1880.

KINDERGÄRTEN.

The three schools of this class reported at Indianapolis in 1880, with one at Marion, are supposed to be in existence in 1881, though not heard from at the date at which this goes to press. The one at Franklin was closed in 1880. For such as report for 1881, see Table V of the appendix to this report.

CITY SCHOOL SYSTEMS.

OFFICERS.

By a general law the common council of each city must, at its first regular meeting, elect three school trustees for terms of 1, 2, and 3 years, and annually thereafter one for a 3 years' term, in place of the outgoing one. But when a city has 30,000 or more inhabitants the qualified electors of each ward must elect a school commissioner, and the commissioners thus elected, after organizing by the election of a president, secretary, and treasurer from their own number, must determine by lot which three of their number shall hold office for 3 years and which for 2 years, the remainder holding for 1 year. Thereafter persons elected as school commissioners at the annual elections hold for three years each. In either of these cases a superintendent may be employed.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Evansville	29,290	.....	4,968	4,476	127	\$97,708
Fort Wayne.....	26,890	13,897	3,472	2,762	95	63,516
Indianapolis.....	75,056	28,959	12,815	9,065	233	231,458
Jeffersonville.....	9,357	3,448	1,624	1,164	28	18,977
La Fayette.....	14,860	6,474	2,986	1,610	49	46,818
Logansport.....	11,198	3,858	1,887	1,271	33	29,068
Madison.....	8,945	5,283	1,501	1,284	41	28,754
New Albany.....	16,423	.....	.....	.....	.....	.....
Richmond.....	12,742	.....	1,924	1,259	36	25,087
South Bend.....	13,290	4,705	4,310	3,147	81	55,728
Terre Haute.....	26,042	8,846	1,102	812	18	15,000
Vincennes.....	7,680	3,807	.....	.....	.....	.....

a In 1880.

ADDITIONAL PARTICULARS.

Evansville in 1880-'81 had 13 school buildings, with 57 rooms for primary grades, 38 for grammar, and 10 for high, the sittings in these sufficing for 5,000 children, a little more than the enrolment for the year. The schools were taught for 198 of the 200 school days in the year, music and German entering into the instruction given and special teachers being employed for these. The valuation of public school property is not given, nor is the enrolment in other than public schools.—(Return.)

Fort Wayne had 9 buildings, 8 of them for primary, intermediate, and grammar schools, and 1 for high, all affording seats for 3,788 pupils and valued at \$225,150, with their sites, furniture, apparatus, and library. A city normal school, with 9 pupils, under 3 instructors, was apparently housed also in one of these buildings, while in 14 other buildings, with 45 rooms, were seats for 3,100 pupils in private or parochial schools, making a total of 6,888 seats for 6,472 enrolled pupils, of whom 4,962 were reported in average daily attendance. Music, drawing, and penmanship, under special teachers, continued to be taught in the public schools; but, from some cause unexplained, the enrolment in these schools was 69 less and the average daily attendance 55 less than in 1879-'80, though the youth of school age were 358 more.—(Return.)

Indianapolis, with an increase of 2,930 in youth of school age, added in 1880-'81 only 309 to its public school enrolment and 218 to the enrolment in other schools, while in its public school buildings (1 less than in 1879-'80 and rated at \$72,044 less) there was accommodation for 915 more. Average daily attendance in these schools was, however,

better by 140. Increased continuance of attendance, too, was noticeable, observations carried through three years showing in that time a growth of 23 per cent. in the number 13 years of age continuing to attend, of 38 per cent. among those 14 years of age, and of 50 per cent. among those 15 years of age. In the high school the number over 16 had risen from 292 in 1879 to 444 in 1881. In this school the plan of dividing the daily sessions has been tried with good results, one-half the pupils coming in the morning to recite and going home for further study, and the other half coming in the afternoon. A half day session in all the schools during the last two weeks of the school year was also tried with manifest advantage. The public library under the care of the school board continued to be a great aid to the educational work in the schools, containing for the year 31,627 volumes and 3,268 pamphlets of well selected reading matter, and affording to 20,338 registered borrowers a total of 206,112 books drawn, besides a large use of papers and periodicals by an average of 330 daily visitors of the reading room. Instruction in music, drawing, and German, under special teachers, was continued in the schools, as was instruction in scientific methods of teaching, in a city normal school; but no evening schools appear.—(Report for 1880-'81.)

Jeffersonville.—No information for 1881 has been obtainable from this city up to the time at which this matter goes to press.

La Fayette, in 6 school buildings valued at \$168,000, with 44 rooms for study and recitation and 6 for recitation only, reports for 1881 an enrolment of 2,986 pupils and 1,610 in average daily attendance. The evening schools occupied 3 rooms. In other than public schools there were about 1,200 pupils. In the public schools drawing and penmanship were under the charge of special teachers.—(Return.)

The schools of *Logansport* were housed in 7 buildings (1 more than in 1880 and seating 115 more pupils), having 30 rooms for study and recitation in primary, grammar, and high school grades, and 3 for recitation only, the pupils being 1,198 in the first, 613 in the next, and 76 in the high, with an average attendance respectively of 792, 422, and 57. Pupils in other schools, 790. In the city schools music was taught by a special teacher.—(Return.)

Madison reports 7 school buildings, rated at \$80,500, giving ample accommodation for the 1,501 pupils enrolled and 1,284 in average attendance. The reported enrolment in private and church schools was less by 250 than in 1879.—(Return.)

New Albany.—Nothing from this city has come to hand in time for this report.

Richmond.—This city has also failed to present any report of school statistics for 1881.

South Bend began 1880-'81 with its 7 school buildings put in good condition, the sittings in them more than doubled since the previous report, and the valuation of them raised from \$107,000 to \$131,350. The high school appears to have been especially benefited by the alterations made, having had an additional story of its fine building fitted up. In all the buildings there were 30 rooms for study and recitation, with 2 for recitation only, affording in their 2,050 sittings ample room for the 1,924 pupils enrolled and more than enough for the 1,259 in average attendance. The schools were classed as primary, intermediate, grammar, and high. The course, in which drawing was optional, covered 12 years, 4 of them in the high school, where German, taught by a special teacher, might be substituted for Latin, no Greek entering into the studies. A good reference library for this school was among the improvements of the year. In other than public schools 570 pupils were reported.—(Report and return.)

Terre Haute made some additions to its rooms and teaching force, having 73 more sittings and 3 more teachers than in 1879-'80, and in its 11 school buildings 69 rooms for both study and recitation, with 12 for recitation only. The sittings numbered 3,754, somewhat more than sufficing for the average enrolment. There was an average of nearly 45 pupils to a teacher. The course covered 12 years or grades, and promotions were made from grade to grade whenever the monthly examinations showed ability to take advanced work, though ordinarily these were made at the close of the year on the results of all the examinations. Of the former class there were 164; of the latter, 2,856, of which 181 were conditional, and 2,675 on an average of 80 per cent. or more of success in examination. Classes in German enrolled 772 pupils during the year, of whom 419 were of German parentage, while 202 of such parentage did not study it in school. Five teachers of German were employed, including the principal of the high school, and 1 teacher of vocal music for all grades. Of the 81 teachers employed 42 had been educated in the city high school. The teachers met once a month to compare amounts of work accomplished and to consider methods of teaching; the principals, twice a month to discuss questions of school management and to compare results of plans adopted from time to time.—(Report and return.)

Vincennes, in 4 school buildings, valued at \$47,000, with 20 rooms for both study and recitation and 2 for recitation only, had 990 sittings for the 1,102 pupils enrolled during the year and the 812 in average attendance. The usual division into 12 grades appears, with music and German taught by special teachers. In 11 schools other than public 550 pupils were reported.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Indiana State Normal School, Terre Haute, opened for instruction in 1870, endeavors to prepare teachers for their work by a thorough review of the branches taught in common schools, and careful training in the science and art of teaching. Its courses can be completed in from 3 to 9 terms, according to the preparation and capacity of the student and the grade for which he wishes to prepare. A revised course is presented in the register of 1880-'81, giving greater prominence to strictly professional lines of training and to the study of the natural sciences, and making some acquaintance with music an essential to graduation. The average enrolment was 336 in 1881, against 53 in 1870. The number of normal students, exclusive of duplicate enrolments, was for the year 588, under whom were 197 pupils in a model training school. Graduates in 1881, 24.

OTHER NORMAL SCHOOLS.

Three private schools undertake to prepare persons acquainted with elementary English studies for teachers' work in the ordinary schools, granting a teacher's diploma in 1 year; for instruction in the higher mathematics, the natural sciences, &c., with the degree of bachelor of science, in another year; and for instruction in psychology, logic, and such classics as Horace, Livy, Tacitus, Æschylus, and Sophocles, with the degree of bachelor of arts, in a third year. These are the *Northern Indiana Normal School and Business Institute*, Valparaiso; *Central Normal College and Commercial Institute*, Danville; and *Central Indiana Normal College and Business Institute*, Ladoga; the first named opened for instruction in 1873, the other two in 1876. Two others, the *Southern Indiana Normal School*, Paoli, and the *Southern Indiana Normal College*, Danville—the former opened in 1875, the latter in 1880—show in their latest circulars and returns substantially the same courses as the three preceding and a disposition to follow the same plan. The Northern Indiana reported for 1880-'81 no less than 2,100 normal pupils; the whole 5 schools enrolled 3,006, of whom 235 were graduated, 139 received degrees, and 149 engaged in teaching. For separate statistics, see Table III of the appendix.

Only 2 city normal schools appear, that of the city of Indianapolis, opened in 1866, and the training department of the Fort Wayne public schools, opened in 1867. Both take applicants for the position of teacher that have received a high school education or its equivalent, and give them instruction in the science of teaching and in methods, with practice in a model school under critic teachers; the course at Indianapolis covers one year and a half; at Fort Wayne, one year. The former school had 20 pupils in 1880-'81; the latter, 9, a principal having charge in each case, with critic assistants.

In several counties summer normal schools were held for several weeks under two or more instructors and enrolling fifty to one hundred and fifty pupils; but no full list of these schools appears. In Indianapolis a summer school of elocution for training teachers in reading and expression was held, and in the same city Dr. William T. Harris, late superintendent of schools at St. Louis, delivered a series of lectures on pedagogics, repeating these at the State Normal School, Terre Haute, in its spring session and at the State University in the autumn.

Normal courses, sometimes separate from the regular course, sometimes connected with it in the spring, appear in the latest catalogues of Bedford College, Bedford; Wabash College, Crawfordsville; Fort Wayne College, Fort Wayne; Union Christian College, Merom; Moore's Hill College, Moore's Hill; Earlham College, Richmond; Ridgeville College, Ridgeville; and Hartsville University, Hartsville. Only 4 of these—Wabash, Union Christian, Earlham, and Moore's Hill—report the students in normal courses in 1880-'81, the total in the 4 being 81.

TEACHERS' INSTITUTES.

These brief normal schools are required by State law to be held at least once a year in each county by the county superintendent, and during the sessions of the public schools at least one Saturday of each month in every township, under an instructor designated by the township trustee. During the sessions of the former, the county schools are closed to enable the teachers to attend the institute; during those of the latter, the teachers of the township must attend or lose a day's pay for each day's absence, unless prevented from attending by sickness. The State superintendent visited within the year 1880-'81 the institutes in about 40 counties.

EDUCATIONAL JOURNALS.

Further aid in the full training of teachers for their work has been given for many years by the Indiana School Journal, Indianapolis, which entered on its twenty-sixth volume, January, 1881; and more recently by the Normal Teacher, Danville, and School Education, Terre Haute, the former of which was in its third volume, the latter

in its second in that year. All contain many articles on methods of teaching and on the means of reaching the highest success in government, discipline, and good feeling in the schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Although in this State the gradation of schools is abundantly provided for, no express authority is given for the establishment of high schools. They exist, however, because of a popular demand for them, as higher departments of graded schools in the chief towns and cities, about 40 appearing in some years in the news notices of the Indiana School Journal. Inquiries instituted in 1878 by State Superintendent Smart brought out reports from 32, with 78 teachers and 2,784 pupils. Where established the current testimony respecting them is that they serve important purposes by preparing the children even of the poorest for the higher grades of work and pay, by training teachers for the schools, and by exerting a healthful, stimulating influence on the children in the lower classes. All the cities reporting for 1880-'81 indicate the possession of high schools, but only 5 give the statistics of teachers, enrolment, and average attendance in them, as follows: Fort Wayne, 6, 171, 160; Indianapolis, 14, 640, 512; Logansport, 3, 76, 57; South Bend, 5, 137, 107; Terre Haute, 6, 248, 198; in all, 34 teachers, 1,272 enrolled pupils, and 1,034 in average attendance daily.

OTHER SECONDARY SCHOOLS.

For detailed statistics of business colleges, private academic schools, and preparatory schools of universities and colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the statistics of these several kinds of schools, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Indiana University, Bloomington, admits without examination the graduates of approved high schools in the State, women as well as men, on certification by the superintendent of such schools that the candidates have satisfactorily completed the prescribed preparatory course of study. This preparatory course does not include Greek. Once entered, the student has his choice between three collegiate courses, one in ancient classics, leading to A. B.; one in modern classics, leading to LIT. B.; and one in science, leading to S. B.; each course covers 4 years.

The other collegiate institutions having full courses of 4 years in 1880-'81 were Butler, Hartsville, Indiana Asbury, and Notre Dame Universities and Franklin, Earlham, Hanover, Moore's Hill, Ridgeville, Union Christian, and Wabash Colleges. Statistics of all these may be found in Table IX. Bedford College, Bedford, long struggling with pecuniary difficulties, is understood to have been closed in 1881 for want of funds. Fort Wayne College was, at the latest advices, only in the beginning of its full collegiate work. St. Meinrad's College presented for 1880-'81 a course that was only up to the standard of a fair preparatory school. All save these showed 4 years' scientific or philosophical courses, as well as classical; 3 had English courses, 1 of them of 3 years, the other 2 of 4 years; all but 1 had means of instruction in music or elocution, 4 in drawing, 3 of these in painting also, 5 in studies preparatory to business, and 6 in those preparatory to teaching, while all taught modern languages and 2 included Hebrew. Notre Dame University had also a preparatory medical course, and Butler University continued to have as one of its departments the Medical College of Indiana. Law was taught at Indiana Asbury and at Notre Dame. For detailed statistics of these colleges, see Table IX of appendix; for a summary of these statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The schools especially for this work were, in 1881, the Female College of Indiana, Greencastle (Presbyterian); Moravian Seminary for Young Ladies, Hope; De Pauw College for Young Women, New Albany (Methodist Episcopal); and St. Mary's Academic Institute, St. Mary's (Roman Catholic); the first and third with well defined classical courses of 4 years, the third having also a scientific course of 3 years; the courses of the others less definite, but apparently of fair grade. For statistics, see Table VIII of the appendix; for a summary of these, a corresponding table in the report of the Commissioner preceding. Of the 15 colleges for young men before mentioned, 11 admit women to their advantages, so that 15 in all are open to the sex in this State, besides the State scientific school, now to be noticed. — (Catalogues and returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

While Indiana University and 11 of the other colleges afford scientific instruction, Purdue University, La Fayette, continued in 1881 the one school especially devoted to scientific instruction for this State. This instruction it gave (1) in a college of general science, which had scientific, agricultural, and mechanical courses, each of 4 years; (2) in five special schools, of agriculture and horticulture, of mechanics, of industrial art, of chemistry, and of natural history, each of 2 or 3 years. Preparation for these courses was made in a university academy, with a course of 2 years. A school of mechanical and civil engineering was to be organized in 1882. As far as can be judged from the details given, the instruction seems to be eminently practical. Modifications looking to greater effectiveness were made within the year.—(Seventh annual register.)

PROFESSIONAL.

Theology in 1881, as previously in this State, continued to be taught mainly as an auxiliary accompaniment of collegiate courses. The exceptions were at Union Christian College, Merom (Christian), and St. Meinrad's College, St. Meinrad's (Roman Catholic). In these there were special separate departments for theological study, each with a course of 3 years; that in the former uniting some higher school studies with Scripture reading and interpretation, rational and systematic theology, church history, &c.; that in the latter following a comparatively low collegiate course and embracing essentially the same subjects, with canon law. The other schools with some instruction designed to prepare partially for ministerial work were the biblical department of Butler University, Irvington (Christian), the ministerial department of Indiana Asbury University, Greencastle (Methodist Episcopal), and probably the Hebrew departments of Moore's Hill College, Moore's Hill (Methodist Episcopal), and of Notre Dame University, Notre Dame (Roman Catholic). The theological training for which Concordia College, Fort Wayne (Evangelical Lutheran), is meant to prepare is not given in Indiana, but in a Practical Preachers' Seminary, Springfield, Illinois, or at the Evangelical Lutheran Preachers' Seminary, St. Louis, Missouri. The 4 years' ministerial course at Bedford College, Bedford (Christian), is believed to have been suspended in 1881 with the other work of the college.—(Catalogues and returns.)

For any reported statistics of theological schools, see Table XI of the appendix.

Law was still taught by 6 professors in a 2 years' course at Notre Dame University, Notre Dame, a good English education being required for admission and classical training earnestly recommended, the opportunity for it being offered in the university during the law course. There were 60 students in 1880-'81. Indiana Asbury University, Greencastle, in the autumn of 1881 organized a department of law with 5 professors and a course of 2 years, enrolling 12 students for the first year. A law course of 2 years also existed at the Northern Indiana Normal School, Valparaiso. See also Table XII of the appendix.

Medicine, after the "regular" form and according to the standard of the American Medical College Association,¹ was taught by the Medical College of Evansville, the Medical College of Fort Wayne,² the Medical College of Indiana, Indianapolis (a department of Butler University, Irvington), and the Central College of Physicians and Surgeons, also at Indianapolis. The Medical College of Fort Wayne and the Central College went a little beyond the requirement of the American Association, each offering and recommending a 3 years' graded course, in place of the regular one of 2 years. Courses preparatory to regular medical study were advertised for 1880-'81 in the Central Normal College, Danville; Northern Indiana Normal School, Valparaiso, and Notre Dame University, Notre Dame.

Besides the above, there was at Indianapolis instruction after the eclectic form in the Indiana Eclectic Medical College, the full course in which is not distinctly shown in any report or return to this Bureau, and the status of which is in some doubt from the fact that a committee of the National Eclectic Medical Association in the summer of 1881 recommended that its recognition be deferred, and that this recognition was at last given against at least one strong protest.

Dentistry received attention in the Indiana Dental College, Indianapolis, which required a preceding pupilage of 2 years under a competent practitioner, evidence of a good common school education, an attendance on 2 lecture courses of 5 months each, and the passing of a satisfactory final examination. Women are admitted.

¹ This requires three years of study under a regular preceptor, attendance on two full lecture courses of not less than twenty weeks each in the seven principal branches of medicine and surgery, and the passage of a personal examination on all these before the faculty, with evidence of good moral character and full age.

² Not to be confounded with the Fort Wayne College of Medicine, another institution in the same place which was refused admission to the American Medical College Association in 1880 on moral grounds.

For statistics of medical and dental schools, separately given, see Table XIII of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, reports for the year ending October 31, 1881, instruction in the manual alphabet and signs, as well as in the printed and written alphabets, with a fair course in common school branches, in scriptural studies, and in such industries as cabinet and shoe making and chair caning. Articulation was taught. For the benefit of pupils wishing to qualify themselves for teaching, a high class, with 3 years' study in the sciences following the 7 primary years, had been organized. The number of teachers for the year was 18, of whom were 6 semi-mutes; number of pupils 405, of whom 61 were either graduated, dismissed, or otherwise disposed of, leaving 344; total number since the foundation of the school, 1,395.—(Report and return.)

EDUCATION OF THE BLIND.

In the Indiana Institution for the Education of the Blind, Indianapolis, were 10 instructors, 4 other officers, and 15 employés for 1880-'81, with 127 pupils during the year, of whom 119 were present at the close. The usual occupations to fit the blind for self support were taught, as well as the elementary common school studies and some of high grade, to prepare for teaching. Pupils trained since the foundation of the school, 672.—(Return.)

EDUCATION OF THE FEEBLE-MINDED.

The Asylum for Feeble-Minded Children, under the direction of the State, at Knightstown, had for 1880-'81 a total of 89 such children on its roll at the opening of the spring term, of whom 1 was transferred to the adjoining home for soldiers' orphans and 6 returned to friends before the conclusion of the year, leaving 82 under 8 teachers. Of the whole number, 50 boys and 27 girls were engaged during the year in three grades of school studies under 4 teachers, the studies ranging from articulation, colors, form drawing, and counting, up to reading, writing, arithmetic, geography, &c. When not in school the children were under the constant care of other attendants, by some of whom, under the supervision of a matron, they were instructed in useful industries. Moral training was also provided for.—(Report and return.)

EDUCATION OF ORPHANS.

The *Soldiers' Orphans' Home*, Knightstown, connected with the asylum just mentioned, enrolled for the same year 170 children, of whom 13 were taken by friends, 17 provided with homes, and 8 failed to report, leaving 132. These were instructed in the ordinary English branches of study, beginning with Kindergarten work and reaching to United States history, with such industries as were appropriate to their sex and age.—(Report and return.)

The only other home or school for orphans reported was one at Jeffersonville called the *Orphans' Home*, which appears to have had a new building erected for it in 1880-'81 and to have enrolled 34 children, 4 of whom were provided with homes during the year and 1 sent to the State Reformatory, leaving 29. Some "training" is referred to in the report received, but whether in school studies or industries is not indicated.

REFORMATORY TRAINING.

The reformatory department of the *Indiana Reformatory Institution for Women and Girls*, Indianapolis, which in 1879-'80 reported 140 pupils in its school under training in useful industries and in common school studies, makes return for 1880-'81 of 115 under training in general household duties, sewing, knitting, laundry work, and cane seating.

The *Indiana House of Refuge for Juvenile Offenders*, Plainfield, which cares for boys, as the other does for girls, had, according to a return, 356 inmates in 1880-'81, of whom 157 were received during the year and 167 discharged. The training while in the institution was in common school studies, farming, gardening, baking, tailoring, shoemaking, and chair making. A large number of the boys have not been committed to the house because of crime or fault, but simply from lack of guardianship.

HOMES FOR TRAINING PAUPER CHILDREN.

With a view to protect from evil association the children often consigned to the poor-houses in the several counties, a number of benevolent ladies have secured from the civil authorities permission to gather such children into county homes in order more effectively to train them in useful industries, in connection with school studies, and to bring them

under good matronly and family influences. Three such homes had been put in operation up to November, 1881, with fair prospects of successful working, and more were contemplated.

EDUCATIONAL CONVENTIONS.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The session of this body for 1881 was held June 28 in the hall of the high school, Indianapolis, 54 superintendents being present. The first thing considered, after a brief inaugural address, was a proposition from the trustees of the State University that an effort be set on foot to unify more fully the school system (1) by grading the district and town elementary schools and graduating pupils from them into the high schools of each county; (2) by arranging, for high schools not at present commissioned to send their pupils to the university, such a system of examinations as might secure a home determination of their qualifications for admission to the freshman class. It was thought by the trustees and urged on the association that such a system of gradation and promotion wisely conducted would give an additional and important link of connection between the State schools and the university, and would encourage a more extensive preparation for the higher forms of education. The suggestions made are said to have met with cordial welcome, but it was thought wisest to postpone till the next meeting any decisive action on the plan, except as respected a uniform course of study consisting of 5 grades, for county common schools, which was arranged for.

The subject of school visitation was next presented and discussed, all agreeing as to its importance as a means of stimulating and improving teachers and raising the standard of the schools, but many differing widely as to the length of an effective visitation, the frequency with which it should be repeated, and the question whether preliminary notice of it should or should not be given.

As to the time of holding township institutes there appears to have been a difference also, but a plan and manual for county institute work, presented by State Superintendent Bloss and recommended by Ex-Superintendent Smart and others, was heartily welcomed and resolutions advocating its use were passed.—(Indiana School Journal, July, 1881.)

STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual convention of the teachers of the State was held in the hall of the board of trade, Indianapolis, December 27-29, 1881, Mr. H. B. Jacobs, superintendent of schools of New Albany, presiding. Governor Porter delivered an impressive address of welcome, fully acknowledging the influence that trained teachers have come to exercise and suggesting means by which that influence may be increased. The president dwelt on the progress made in school systems, schools, and teaching within 20 years, but said that, while Gail Hamiltons and Grant Whites could still find so much to criticize, it must not be supposed that perfection had been reached or that reforms at some points were not needed. Superintendent T. J. Charlton, of the State Reform School, Plainfield, read an interesting paper on the "Management of bad boys," in which he dwelt on the need of judicious compulsion to secure education for all children as one great preventive of wrong doing, and on the further need of a reformatory training, firm, mild, and kind, to bring back to right paths youth who have gone astray. J. Warren McBrown, superintendent of the schools of Covington, admitting all this, said that one thing more must be added, that is, such a power of personality as would not only win children to the school, but also command them and control them there. Subsequently the teaching of temperance was urged by Mrs. Mary H. Hunt, of Boston, and to some extent seconded by Mr. L. H. Jones, of the Indianapolis Normal School, on the ground that as a question of morals and of health it merited specific introduction as much as physiology and as far as there might be time for it. The qualifications of teachers next came up for review, and here the need not only of a thorough training, but of a practical one, including the science and art of teaching, with practice in a model school, was discussed by State Commissioner De Wolf, of Ohio, Professor Mickleborough, of the Cincinnati High School, and others. Professor W. R. Houghton, of the State University, then read a paper on "The unification of the public school system," containing substantially the ideas presented at the superintendents' convention. A minute of respect for the late Dr. William D. Henkle, of Ohio, and of high estimate of his educational services in Indiana was then read and adopted, after which Miss A. K. Huron presented a paper on "The relation of school and home," in which were these pregnant sentences: "He serves the future best who best cares for the present of the children. The lives of the children of to-day will be what the homes and the schools of to-day make them. The authority of the home and the school disregarded, the rights of society and the laws of the country are defied. Homes teeming with ignorance and vice are the origin of most of the great crimes that crowd the columns of the daily papers. The relation of the school to such homes must be that of reformer. Not less of books, but more of ques-

tions of every day living, of general culture, of right motives for action, should be taught. Only truly happy homes can result in good citizens."

Resolutions against political and sectarian influences in the common schools and in favor of making merit only the test of fitness for position in these schools were then passed, with others calling for the fullest training possible for every teacher, and for instruction of the pupils in the bad effects of opium, alcohol, and tobacco on the system. The session then closed.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

This offshoot from the State Teachers' Association, at its fourth meeting, March 16-18, at Lawrenceburg, discussed such topics as "The defects of our common schools and the necessary remedies;" "Improvement in the course of studies in the public schools," a plea for unifying the classification, grading, courses, text books, and aims of all throughout the State; "Authors" as a side study, especially on the birthdays of those most worthy of attention; "Nearsightedness," and "Tact." Space for full report is wanting.

INDIANA COLLEGE ASSOCIATION.

At the fourth annual meeting, held in Indianapolis December 26 and 27, 1881, the first business presented was a question whether the State College Oratorical Association could not be induced to hold its annual exercises at a time that would not break in on the regular work of the colleges. Referred to a committee, a report was made in favor of a change which would bring the annual meeting and contest into the Christmas holidays and make it coincident with the meetings of the College Association and State Teachers' Association. The meeting, proceeding with its general programme, took up and discussed "Methods of science," in respect to which inductive methods, with careful observation of natural objects, and microscopical and laboratory work, with but slight use of text books, were generally urged. The means of improving the colleges of Indiana as to their moral atmosphere, their curricula of study, their modes of teaching, and the subsequent relation of graduates to their alma mater next came up, and then "Coördination of college studies." As to this last, it was urged that high schools should not ape collegiate aims, that colleges should not try to be universities, that studies should be selected which combine information and mental drill and tend to cultivate all the faculties, that for students looking to professions there should be studies looking towards these, and that the number of studies should not be too great. An excellent tentative programme of a combined classical, scientific, and philosophical course was presented. Then came "College ethics," which was largely and practically discussed; then "The college and the commonwealth;" and then election of officers and adjournment.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883.]

IOWA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	586, 556	594, 730	8, 174	-----
Enrolled in public schools.....	426, 057	431, 513	5, 456	-----
Per cent. enrolled on school population.	72. 6	72. 4	-----	0. 2
Average attendance.....	259, 836	254, 088	-----	5, 748
Per cent. of attendance on enrolment.	60. 9	58. 8	-----	2. 1
Number attending private schools..	12, 724	15, 098	2, 374	-----
SCHOOL DISTRICTS AND SCHOOLS.				
District townships.....	1, 162	1, 161	-----	1
Independent districts.....	3, 192	3, 178	-----	14
Subdistricts.....	7, 668	7, 808	140	-----
Public graded schools.....	498	503	5	-----
Ungraded schools.....	10, 590	10, 741	151	-----
School-houses of brick or stone.....	927	938	11	-----
Whole number of school-houses.....	11, 037	11, 221	184	-----
Average time of schools in days.....	148	148	-----	-----
Value of school-houses.....	\$9, 243, 243	\$9, 533, 493	\$290, 250	-----
Number of private schools.....	129	137	8	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	7, 254	6, 546	-----	708
Women teaching in public schools.....	14, 344	15, 230	886	-----
Whole number of teachers.....	21, 598	21, 776	178	-----
Average monthly pay of men.....	\$31 16	\$32 50	\$1 34	-----
Average monthly pay of women.....	26 28	27 25	97	-----
Teachers in private schools.....	474	522	48	-----
Teachers' institutes held.....	99	98	-----	1
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	-----	\$5, 006, 024	-----	-----
Total expenditures.....	-----	5, 129, 819	-----	-----
STATE SCHOOL FUND.				
Permanent school fund.....	\$3, 484, 411	\$3, 547, 124	\$62, 713	-----

(From reports and returns of Hon. C. W. von Coelln, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of public schools is intrusted to a State superintendent, elected by the people in each odd-numbered year.¹

¹For the State University there is a board of 15 regents; for the State Normal School, a board of 6 directors. Both boards are chosen by the legislature, except 3 ex officio members of the board of regents. There are also boards of trustees of a State college for the blind, a State institution for deaf-mutes, a State reform school, and one for the feeble-minded.

Local supervision is carried on by a county superintendent of schools for each county, a board of directors for each township and each independent district into which a township may be divided, and a subdirector for each subdistrict into which a township may be cut up, these subdirectors together forming a township board for the management of school funds.

By a law of 1876 women are eligible to any school office, and from 1882 one woman is to be a member of a State board of examiners, which begins its work in that year.

OTHER FEATURES OF THE SYSTEM.

District, subdistrict, graded, and high schools, a State normal school, normal institutes, a State university, reform schools, institutions for the blind, the deaf and dumb, and, the feeble-minded, are included in the State school system. The ordinary schools are free to all of school age resident in the district in which they are held.¹ Schools must be taught in each subdistrict for at least 120 days in each year. During the sessions of the normal institutes held annually in each county the schools are generally closed. All who design to teach are expected but are not required to attend these institutes, and, to be legally employed, must receive certificates of qualification. They must keep a daily register and report at the close of the school year to the secretary of the local board, he to the county superintendent, and he to the State superintendent. The Bible must not be excluded from any school, nor must any pupil be required to read it if forbidden by parents or guardians. Pauper children in almshouses receive a special appropriation for their instruction in the adjacent schools.

Public schools are sustained from the income of a State school fund; by county taxes of 1 to 3 mills on \$1; and by district taxes, which may not in ordinary districts exceed 10 mills on \$1 for a school-house fund and \$5 a pupil for a contingent fund; the amount raised for the teachers' fund, including the semiannual apportionment, shall not exceed \$15 a pupil.²

GENERAL CONDITION.

An increase of 8,174 in youth of school age was more than met by an increased enrolment of 5,456 in public schools and of 2,374 in private schools, yet in average attendance on the public schools there was a falling off of 5,748, being a decrease of 2.1 per cent. Of district townships there was 1 less than in 1879-'80, with 14 fewer independent districts, while in subdistricts there was a gain of 140, in public graded schools of 5, and in ungraded schools of 151. School-houses were 184 more in number, with an increase in value of school property of \$290,250. While there were 708 fewer male teachers there were 886 more female, being in all a gain of 178, the monthly pay of men increasing \$1.34 and that of women 97 cents. Private schools numbered 8 more, the teachers in them 48 more, and the pupils 2,374 more. The State school fund gained \$62,713. The superintendent reported an encouraging improvement in the school work. Some greater permanency in engagements with teachers is perceived, and the suggestion is made that practical industrial education be connected with drawing in the schools and be aided by summer schools for specific industrial instruction. The problem of compulsory education was mentioned, and the conviction expressed that in some of the larger cities separate schools for truants and vagrants should be established, to combine educational and reformatory training.—(State report.)

KINDERGÄRTEN.

Of 3 Kindergärten reported in 1879-'80 at Boone, Cedar Rapids, and Des Moines, only the last has reported for 1880-'81 at the time at which this goes to press. In this there were 2 assistants, the conductor, and 30 children from 4 to 7 years of age, attending 3 hours daily. The training was in elementary studies, sewing, drawing, slat work, and modelling, with the folding, cutting, pasting, weaving, and interweaving of paper strips, &c.

In the State school report 3 other Kindergärten are noticed: 1 at Council Bluffs, with a principal, statistics of attendance not given; 1 at Dubuque, with 2 teachers and 20 pupils; and 1 at Manchester, with a single teacher and 60 pupils.—(Report.)

For statistics of any reporting to this Bureau, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

By a general law these, except in specially chartered cities, consist of boards of directors of 6 members, elected by the people for terms of 3 years, 2 to be changed each year. The directors elect a president from their own number, but the secretary and treasurer must be chosen from outside. Superintendents are appointed by the city board.

¹Children residing in one district may attend school in another on such terms as may be agreed on by the respective boards of said districts.

²Independent districts may levy a tax not to exceed 10 mills on \$1 for grounds and buildings for their schools, for the payment of debts contracted in erecting such buildings, and for procuring a library and apparatus for the schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Burlington	19,450				59	
Cedar Rapids	10,104	3,366	2,146	1,797	38	\$39,371
Clinton	9,052	3,292	1,780	1,183	31	16,808
Council Bluffs	18,063	5,501	2,007	1,876	41	61,628
Davenport	21,831	9,309	4,558	3,179	79	65,195
Dubuque	22,254	10,074	3,720	2,565	71	60,405
East Des Moines	8,403				24	
Keokuk	12,117	4,585	2,400	1,992	62	
Muscatine	8,285	2,800	1,500	1,400	34	21,197
Ottumwa	9,004	2,700	1,730	1,135	27	21,905
West Des Moines	14,005				42	

ADDITIONAL PARTICULARS.

Schools of all the following cities were classed in 1880-'81 as primary, grammar, and high, except those of Muscatine, which had in addition an intermediate division between the primary and grammar. Davenport had a normal department connected with its high school.

Burlington had 12 public schools in session 10 months; employed 3 male teachers, at an average monthly salary of \$100, and 56 female teachers, at an average of \$40.09.

Cedar Rapids, for its school population of 3,366, had 8 school buildings, with 2 rooms for recitation, 25 for its primary schools, 10 for its grammar, and 1 for its high school; these afforded 1,869 sittings for study; value of school property, \$98,000. The 38 teachers employed were all females. On an enrolment of 2,146 there was an average daily attendance of 84 per cent. during a session of 179 days. No special instruction appears to have been given. A private school enrolled 150 pupils.—(Return.)

Clinton employed for its public schools 30 female teachers, at an average monthly salary of \$45, and 1 male teacher, at \$50. Schools were in session $9\frac{1}{2}$ months and enrolled 54 per cent. of the school population; 66 per cent. of those enrolled were in average daily attendance. One special teacher in penmanship was employed. The attendance suffered from the prevalence of epidemics. Of the 40 pupils who usually enter the high school each year nearly one-third finished the full course of 4 years.—(Tenth annual report.)

Council Bluffs.—The 10 school buildings reported in 1878-'79 appear to have given place to 3 larger ones reported in 1880-'81 (among them one erected during the year, at a cost of \$35,000). The school property was valued at \$141,300, an increase of \$21,300. These 3 buildings furnished 29 rooms for the primary schools, 9 for the grammar, and 1 for the high school, having 1,535 sittings, besides 2 rooms for recitation. There were 6 different schools in session for 195 days, taught by 2 male and 39 female teachers. A Kindergarten, with 70 pupils under 6 years of age, was opened during the year and added to the public schools. The principal was paid \$600 a year and her assistant \$250. Enrolment in private and parochial schools, 301.—(State report and return.)

Davenport had for its 11 different schools 13 buildings, containing 83 rooms, of which 45 were for the primary, 21 for the grammar, 3 for the high, and 1 for the normal school, while 13 were for recitation only. Of the 76 teachers 69 were females. There were also 10 special teachers of German employed, at salaries of from \$400 to \$650 a year. Special teachers in drawing and penmanship were also employed, at salaries of \$800 each. Two evening schools, with an enrolment of 222, had 106 in average daily attendance. The day schools were in session 188 days. School property was valued at \$291,200. No private schools reported.—(State report and return.)

Dubuque, for its school population of 10,074, had 8 public schools and 9 buildings, with 74 rooms, and school property valued at \$165,000. The schools enrolled 3,720, 68.95 per cent. of them being in average daily attendance. Of the 71 teachers employed 61 were females and were paid annual salaries of from \$250 to \$500, while those of men were from \$600 to \$1,800. Special teachers of German (which was an optional study in certain grades) were employed. Schools were taught 198 days. No private schools reported.—(State report and return.)

East Des Moines reported to the State superintendent 7 public schools, with 24 female teachers, whose average monthly pay was \$47.45. Length of session, 9 months. Latin and German were taught in the high school.—(State report.)

Keokuk, for its school population of 4,585, had 8 different public schools, with 2,200 sittings, and school property valued at \$150,000. The schools enrolled 2,400, and had 78.9 per cent. of these in average daily attendance. There were 45 female teachers,

whose monthly salaries averaged \$37.39. Schools were taught 190 days. There was 1 evening school, but no statistics of teachers or attendance in it are given. Special instruction was given in music and penmanship. In private and parochial schools 400 were enrolled.—(State report and return.)

Muscatine had 7 school buildings, affording 23 rooms, with 1,550 sittings, and school property valued at \$80,800. Schools were taught 210 days, with an average daily attendance of 93.3 per cent. on enrolment. Of the 34 teachers 30 were females and were paid an average monthly salary of \$35, while the male teachers in the higher grades were paid \$80. The high school had convenient rooms and apparatus for instruction in physics, chemistry, astronomy, botany, and natural history, with 2 courses of 3 and 4 years each. Estimated enrolment in private and parochial schools, 400.—(Return.)

Ottumwa had for its public schools 3 buildings, with 24 rooms and 1,490 sittings, 960 of which were for the primary grades, 440 for the grammar, and 90 for the high school; value of school property, \$52,200. Besides a principal, the schools were taught by 26 female teachers, at an average monthly salary of \$44; there was an average daily attendance of 65.6 per cent. on the enrolment. The schools were in session 189 days. A special teacher of music was employed, at a yearly salary of \$600. Private schools enrolled 120.—(Return.)

West Des Moines reported to the State superintendent 6 school buildings, with 42 female teachers, whose monthly salaries were \$74 in the high school and \$60 in the other schools. All were in session for 190 days. Latin and German were taught in the high school.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AND STATE UNIVERSITY NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, though overflowing with students, was in 1880-'81 still deficient in conveniences for boarding, in number of instructors, and amount and quality of apparatus. It had 3 courses of study, arranged with special reference to fitting teachers for their work. The elementary course of 2 years was meant to qualify teachers for work in all grades up to the high schools; the didactic, of 3 years, for high school work; the scientific, of 4 years, to train superintendents, principals of high schools, academies, &c. Students completing the elementary or didactic course, and passing a satisfactory examination, received certificates as to the amount of study they had done and proficiency attained, while those graduating in the scientific course received diplomas with the degree of bachelor of didactics. Examinations for graduation required a thesis on some educational subject. Boys on admission must be at least 17 and girls at least 16 years old, must sign a statement of their intention to teach in the public schools of the State, and, if applicants for the lower course, must produce a teachers' certificate of the lower grade, signed in each case by the superintendent of the county where the applicant resides. There were 344 in attendance during the year, representing 71 counties. Of the 36 graduates 33 engaged in teaching.—(State report, catalogue, and return.)

The *chair of didactics in the State university*, Iowa City, is designed to prepare for advanced school work those students who intend to become teachers. The fall term of the senior year is devoted to instruction in school management and the government and organization of ungraded schools; the winter term, to methods of organizing, supervising, and conducting graded schools; the spring term, to principles and methods of instruction. A brief course of lectures is also given, and the class is drilled in careful reading one or two days a week. Only those who complete the full course can receive certificates of qualification. After 2 years of successful teaching graduates may receive the degree of bachelor of didactics.—(Catalogue.)

OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, formerly at Grandview, now at Columbus Junction, has 3 normal courses: first, an elementary one of 2 years, to fit for ordinary teaching in public or other schools; second, an advanced normal one of 4 years, to prepare for higher grades of school work. A model school reported last year seems to have been abandoned or withdrawn. There were enrolled in 1880-'81 as normal students 48 males and 45 females, 11 of whom graduated and engaged in teaching. A normal institute, lasting 4 weeks, affords those who wish to review the common branches an opportunity to prepare for the spring examinations by the county superintendent.—(Catalogue and return.)

Southern Iowa Normal School and Commercial Institute, Bloomington, has a normal course of 1 year to review the branches taught in the common schools and to acquaint students with the latest and most approved methods of teaching and school organization. For those who desire more thorough training this course is supplemented by a scientific one of

2 years and a classical of 1 year. The State report for 1880-'81 gives 4 teachers and 125 students.—(State report.)

Amity College, College Springs; Tabor College, Tabor; Iowa Wesleyan University, Mount Pleasant, all had in 1880-'81 normal courses of 2 years. Whittier College, Salem; Iowa College, Grinnell; and Teachers' Seminary, Waverly, had such courses of 3 years; while Cornell College and Mount Vernon had 2 years' preparatory and 2 years' collegiate normal courses; Penn College, Oskaloosa, also had a 4 years' normal course; Parsons College, Fairfield, gives didactic instruction throughout a course of 4 years; Central University, Pella, did the same through its preparatory course; while at the High School, Davenport, normal instruction was given throughout its entire course. Iowa City Academy, reported in 1879-'80 with a normal course of 4 years, sends no return for 1880-'81, nor is there any information from the Moulton Normal School, mentioned in the same report.—(Catalogues and returns.)

There appear in the State report for 1881 the following also: Peck's Normal School, Ottumwa; Western Normal and Business Institute, Malvern; Hull's Preparatory and Normal School, Iowa City; Kossuth Normal Academy, Kossuth; Garden Grove Normal School, Garden Grove; Dexter Normal School, Dexter. Statistics indicate that there were 18 teachers and 399 pupils in these schools, but the strictly normal pupils are not distinguished from the others.—(State report.)

TEACHERS' INSTITUTES.

The normal institutes required by law to be held in each county afford the majority of country teachers the only professional training within their reach. They were sustained with enthusiasm in 1880-'81 in all the 99 counties in the State, except Buena Vista. The average session was about 3 weeks, with a total attendance of 11,381 teachers (of whom 2,389 were males and 8,992 females), and they cost \$50,957.

Since 1874 there has been a regular course held at these institutes, covering not merely the principal studies, but also modes of instruction in such studies, with school discipline and organization.—(State report.)

EDUCATIONAL JOURNALS.

The educational journals in the State were in 1881, as before, the Iowa Normal Monthly, published at Dubuque as the official organ of the State superintendent, and the Central School Journal, published monthly at Keokuk, under the auspices of the county superintendents of Southeastern Iowa. Both have done good service.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The following cities report high schools in 1880-'81: Burlington, Cedar Rapids, Council Bluffs, Davenport, Dubuque, East Des Moines, West Des Moines, Keokuk, Muscatine, and Ottumwa. The existence of public high schools in at least 29 other cities or towns is noted from time to time in the "State news and notes" of the Iowa Normal Monthly of 1880 and 1881.

Guthrie County High School, Panora (among those referred to above), is the only county high school yet established in the State in accordance with the law of 1870, which provides that any county having 2,000 population or over may establish a high school and vote taxes not exceeding 5 mills on \$1 of taxable property for all purposes or 2 mills for teachers' wages and contingencies. It had in 1880-'81 3 teachers and 75 students.—(State report and return.)

For an account of the high school oratorical contest of 1881, see Educational Conventions and Associations following.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University of Iowa had in 1880-'81, as in 1879-'80, a collegiate course, embracing classical, philosophical, scientific, and engineering courses of 4 years each; also, a law department and 2 medical departments, regular and homœopathic; a school of dentistry was to be organized in 1882. The university does no preparatory work, but looks to the high and other preparatory schools to do this, and admits the graduates of approved schools without examination. The whole enrolment in 1880-'81 was 242 in

the collegiate department, 158 in the law, and 197 in the 2 medical departments.—(Catalogue.)

There were 158 other colleges and universities reported in 1880-'81, one (Humboldt) having suspended during the year. Of these, Parsons College had a preparatory course of 3 years, and Griswold College one of 4 years. Amity, Norwegian Luther, Iowa, German, Penn, Whittier, Cornell, Tabor, and Western Colleges, University of Des Moines, Iowa Wesleyan University, Upper Iowa University, and State University of Iowa had preparatory courses of 2 years, while all had classical courses of 4 years and scientific of the same length, with the exception of Amity, which had 2 years' scientific, and Griswold College, Whittier College, and Central University, which each had one of 3 years. Iowa, Oskaloosa, and the University of Des Moines had special ladies' courses of 3 and 4 years, with commercial training; while Penn College and Iowa Wesleyan and Central Universities offered special English courses of 2 and 3 years, and Tabor a literary course of 4 years. All but 4 of the above mentioned institutions had normal courses of 1 to 4 years, while 13 had courses of music and 4 taught painting and drawing. Iowa Wesleyan offered theological, law, and medical courses, adding one of pharmacy, but not clearly indicating the length or amount of study of any of them. St. Joseph College presented a preparatory course covering only elementary studies, while the first 3 years of its classical course were only fairly preparatory with 1 really collegiate beyond, adding a commercial one of 2 years. Burlington College makes no showing since 1878-'79, when it reported only a preparatory course. Negotiations were in progress for removing Oskaloosa College to Des Moines, to be called Drake University. Cornell, with its 4 full classical, philosophical, scientific, and civil engineering courses, offered also a wide range of elective studies and special advantages in its normal, musical, and commercial departments. A new Presbyterian college formed from the Coe Collegiate Institute was about to be opened.—(Catalogues.)

For statistics of all these, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges and universities above mentioned, including the State University, admit young women to the same privileges offered young men, except Griswold, Norwegian Luther, and St. Joseph Colleges, the principal object of at least the last two seeming to be to train young men for the ministry. For statistics of the institutions designed especially for the education of young women, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

For scientific instruction for industrial pursuits the *Iowa Agricultural College*, Ames, is the chief institution. The courses of study are general and technical. Under the first is a course in sciences related to industries, which aims to give a liberal culture in these without special reference to any pursuit or profession; while the technical courses, giving also a liberal culture, aim to direct it so as to meet the requirements of some special pursuit. These latter are in agriculture and in mechanical and civil engineering, each requiring 4 years, and a course in veterinary science of 2 years. The courses are arranged in schools having special instructors. By certain additional studies to the course in sciences related to industries it is adapted to the wants of both sexes, giving to young women work and instruction in domestic economy and to young men practical lessons in agriculture and horticulture. Military instruction and drill enter into the arrangements for young men. There were 211 collegiate students in 1880-'81, 3 of them resident graduates, 3 special students, and 4 in the veterinary school. The graduates from 1872 to 1881 numbered 182.—(Catalogue.)

The school of science in the *State University* offered a general scientific course and one in civil engineering, each of 4 years; the latter includes drawing, surveying, and mechanics (pure and applied), using the metric system throughout; also, a course in military science and tactics. *Cornell College*, too, had a general course in science and one in civil engineering, each of 4 years. Thirteen other colleges presented general scientific courses of 2 to 4 years.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

Theology in full 3 years' courses is presented in the theological departments of Griswold College, Davenport (Protestant Episcopal), and of the German College, at Mt. Pleasant (Methodist Episcopal); less fully and systematically in the 2 and 3 years' courses of Oskaloosa College (Christian), and to some extent, as an adjunct to the collegiate train-

ing, in the Iowa Wesleyan University, Mt. Pleasant (Methodist Episcopal), and the Central University of Iowa, Pella (Baptist). The first and second have preliminary examination of students entering who are not either graduates of colleges or from their preparatory training schools.

Law is taught in the law department of the Iowa State University, Iowa City, and in the Iowa Wesleyan University, Mt. Pleasant, though in the latter its course is entirely unspecified. In the State University (which alone requires preliminary evidence of even an English education), while only 1 year is demanded for graduation, an advanced course of another year is offered. The final examination is conducted by a board of examiners appointed by the supreme court of the State. The Iowa College of Law, connected with the Simpson Centenary College, Indianola, reported in 1878-'79, seems to have been dropped, as no notice of it appears in 1879-'80 and 1880-'81.

Medicine, according to the "regular" practice, was taught in the College of Physicians and Surgeons of Keokuk and the medical department of the Iowa State University, Iowa City, and according to the homeopathic form in the homeopathic branch of the same medical department. In each the requirement was 3 years of study under a preceptor and attendance on 2 full courses of lectures of 20 weeks each, with passage of the closing examinations; but all offered and urged a full 3 years' graded course.

A *dental college* was to be established in 1882 at the State University.

For statistics of the above schools, see Tables XI, XII, and XIII of the appendix; for summaries of the same, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, offers a free education to all of this class in the State between the ages of 10 and 25; and yet in 1879-'80 it was estimated that less than half the deaf-mutes in the State had at any time received the benefits of this training. The number of inmates in 1880-'81 was 228, with 15 teachers, and it was believed that a compulsory law would more than double this number.

EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, reporting biennially, in 1880-'81 had 12 instructors and 90 pupils, making 448 pupils since its opening in 1853. In the school department the common English branches were taught, including raised print, penmanship, algebra, and other studies of this grade. Instruction in vocal and instrumental music was given, especially in the use of the organ, piano, violin, and brass instruments. In the industrial department the boys were taught cane seating, mattress and broom making; the girls, sewing by hand and machine, knitting, crocheting, and bead work. School property was valued at \$300,000. The library contained 1,000 volumes, 400 of which were in embossed type.—(Report and return.)

TRAINING OF THE FEEBLE-MINDED.

The Iowa State Asylum for Feeble-Minded Children had 4 teachers and 203 pupils in 1880-'81. Kindergarten methods were used, with special attention to the health and physical development of the inmates. The results were encouraging.—(State report.)

REFORM SCHOOLS.

The Iowa Reform School, in its boys' department, El Dorado, has had the training of 801 boys since its opening in 1868, and had 201 inmates in September, 1881. During the two years covered by the report 115 had been committed, making the number in school during this time 295. Four hours a day were devoted to training in school, and four to work on the farm, in the garden, and in the shops, where they were taught shoe-making, tailoring, and during the winter the making of straw hats. A large per cent. of the boys trained here are known to have become good citizens. The main building, unfinished at last report, was completed September, 1881. The profits from the farm and shops made an important item in the income of the institution. Looking upon the school as a home, few attempt to escape.

The girls' department, Mitchellville, reported in 1880-'81 that it had received 144 girls since its opening and had 63 in school October, 1881. Every girl attended school four hours each day and received four hours' instruction in some branch of household work. No one was permitted to leave till she could cook a dinner without help, wash and iron well, and do fine needlework, specimens of which had taken premiums at county fairs. The superintendent reaffirms that more than 70 per cent. committed have become permanently reformed.—(Report, 1881.)

ART INSTRUCTION.

No information for 1880-'81 appears in regard to a conservatory of art reported to have been established at Burlington in 1879; it was designed to offer instruction to all in the highest and simplest branches of art.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of the State Teachers' Association was held in the Opera House, Oskaloosa, December 27-29, 1881, President S. Calvin, of Iowa City, in the chair.

After the usual preliminary exercises and appointment of committees, President Calvin delivered the inaugural address. Not agreeing with all laudations of American schools, he yet claimed for them great praise, for he said: "Take a map of the country and mark in bright colors the regions where wealth, happiness, intelligence, culture, comfort, and prosperity abound, and you will mark the regions in which the public schools have been most cordially sustained. Call the roll of our illustrious men and women, and nearly every one will answer as from some of the public schools. But greatness is not owing to any system of education. The schools assist, not create talent and force of character. A diploma is no guarantee of fitness for any position. The schools can only so train a child as to make it possible for him to turn his native talent to the very best account, make him a fairly intelligent citizen, and confer the ability to speak and read his native language with ease, expression, and understanding. In doing this the danger is not in limitation, but in inflation and overloading our courses of study." The industrial education now often loudly called for, he said, is the proper work of great technologic schools with large endowments and equipments. It could not be added to the already numerous studies taught by one teacher in our ordinary common schools; nor could the sciences for which some call. To make instruction in these effective, there must be thoroughly trained teachers, considerable apparatus and means for experimental work. And these belong, in general, to higher institutions than the common school. This, for some time to come, must confine itself to elementary instruction, only trying to make this good.

The second day was devoted to the reading and discussion of papers on "The proper type of professional training;" "The effects of methods on the result of school work;" "The teacher's responsibility as a citizen;" "The moral element in education;" "The psychology of crime." The last paper was discussed at length by several prominent teachers and college professors, all disapproving its propositions, viz: "That crime is only disease; punishment a retaliation; virtue and vice not different in kind, but only in degree."

The third day was opened by report of a committee on the inaugural address, fully indorsing it, followed by papers on "How can we better supply our colleges with properly prepared students of collegiate grade?" "The best education; how far disciplinary? how far practical?" and "The use of the imagination in teaching."

After the election of officers for the ensuing year and adoption of resolutions the association adjourned, having had present 206 from nearly every part of the State, making the session one of great interest.—(Iowa Normal Monthly, January and February, 1882.)

COUNTY SUPERINTENDENTS' ASSOCIATION.

This body held its session in connection with that of the State Teachers' Association, meeting in the mornings of Wednesday and Thursday, and in addition to the usual preliminary business adopted a programme for next year, chose committees to prepare lists of examinations for the spring and fall months, and then discussed the topics "Are our certificates properly graded?" and "Salary of county superintendents and their duties."—(Iowa Normal Monthly, February, 1882.)

SOUTHWESTERN EDUCATIONAL ASSOCIATION.

This association comprises 25 counties in the southwestern corner of the State, and in no sense is in opposition to the State Teachers' Association, having for its object the fostering of fraternal feeling and the promotion of the best interests of the schools in its field. It was organized in January, 1880, and held its first annual meeting at Red Oak in July following, at which Miss Ray, president of the association, presided. Of the second annual meeting no information has been received.—(Iowa Normal Monthly, August, 1882.)

ORATORICAL ASSOCIATION.

The Eastern Iowa Inter High School contest was held at Monticello on Friday evening, April 29, 1881, in the presence of a large assemblage. In the oratorical class there were 4 contestants from the high schools of West Waterloo, Tama City, Laporte City, and

Maquoketa. Harry Allen, of West Waterloo, received the prize, marking 91½ per cent. In the dramatic class there were 9 contestants, all but 1 girls, from the high schools at Iowa City, Hampton, Manchester, Waverly, Independence, Marengo, Marshalltown, East Waterloo, and Monticello. The prize was awarded to Miss Hattie Coon, marking 93½ per cent. — (Iowa Normal Monthly, May, 1881.)

STATE ORATORICAL CONTEST.

The Iowa collegiate oratorical contest, to select a candidate to represent the State in the Inter State Oratorical Association of the Northwestern States, was held at Fayette, April 14, 1881, in the presence of a crowded house. There were 10 contestants, representing Oskaloosa, State Agricultural, Iowa, Simpson, Tabor, and Cornell Colleges, the Iowa Wesleyan, Iowa State, Upper Iowa, and Central Universities.

The first prize was awarded to Miss Minnie Brunson, of Upper Iowa University, and the second to James A. Curr, of the State University. — (Iowa Normal Monthly, May, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELIN, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

Mr. John W. Akers, for 6 years superintendent of schools at Cedar Rapids, was elected in 1881 to succeed Mr. von Coelin on the expiration of his term.

KANSAS.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	340,647	348,179	7,532	-----
Public school enrolment	231,434	249,034	17,600	-----
Average daily attendance	137,667	139,776	2,109	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	6,134	6,322	188	-----
School districts reporting	5,927	6,131	204	-----
Districts with graded courses	1,866	-----	-----	-----
Districts with uniform text books	4,794	6,322	1,528	-----
Districts owning text books	505	-----	-----	-----
With 3 months' school or more	5,233	5,729	496	-----
Average term of schools in days	107	117	10	-----
Number of school-houses	5,242	5,671	429	-----
Number of school rooms	5,981	6,518	537	-----
Value of school property	\$4,633,044	\$4,884,386	\$251,342	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,506	3,533	27	-----
Women teaching in public schools	4,274	4,675	401	-----
Whole number of teachers	7,780	8,208	428	-----
Average monthly pay of men	\$32 47	\$30 21	-----	\$2 26
Average monthly pay of women	25 98	23 77	-----	2 21
INCOME AND EXPENDITURE.				
Receipts for public schools	\$2,160,507	\$1,740,593	-----	\$419,914
Expenditure for public schools	1,818,387	1,976,397	\$158,010	-----

From second biennial report of Hon. Allen B. Lemmon, State superintendent of public instruction, for 1879-'80, and from figures specially furnished by his successor, Hon. H. C. Speer, for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

The educational interests of the State are under the supervision of a State superintendent of public instruction, elected every 2 years, who has power to appoint an assistant and a clerk. A State board of education examines teachers for State diplomas and a State board of commissioners has the management of the school funds. County school officers are superintendents, elected biennially by the people, and boards of examiners for the examination of teachers, such boards being composed of the county superintendent, who is chairman, and two competent persons, holders of first grade certificates, who are appointed for one year by the county commissioners on the nomination of the county superintendent. There are also district boards, composed of 3 members, elected by the people for 3 years, 1 going out each year.

Women may vote in school meetings and hold school offices. By a provision of the State constitution no distinction may be made between the rights of males and females in the formation and regulation of schools.

OTHER FEATURES OF THE SYSTEM.

The system comprises public graded and ungraded, high, and normal schools, teachers' institutes, a State university, and State Agricultural College, as well as schools for the deaf and dumb and the blind. There are State normal school, State university, agricultural college, and public school funds to aid in sustaining these institutions. The income of the public school funds and such other means as the legislature may provide by taxation or otherwise are appropriated to the support of public schools. School income is distributed to the counties in proportion to the number of youth therein 5-21, but no district in which a common school is not taught at least 3 months in each year can receive any share of such funds. Districts may vote for school-house purposes an annual tax not to exceed 1 per cent. on taxable property, an equal tax for teachers' wages, and for a public library a tax not to exceed 2 mills on the dollar. County teachers' institutes of not less than 4 weeks in duration must be held annually by county superintendents; they are sustained by a State appropriation, a registration fee of \$1 from each member, and an equal sum collected from candidates for county teachers' certificates. Provision is also made for union institutes. Teachers' certificates are of first, second, and third grades, and continue in force 2 years, 1 year, and 6 months, respectively. Teachers must report to county superintendents every term or forfeit their last month's pay; county superintendents are required to report to the State superintendent once every term, giving an account of their own special work, and also to make an annual statistical report; the State superintendent's report, since 1879, is biennial. No sectarian or religious doctrine can be taught in the schools, but the reading of the Bible is not prohibited. Since 1874, children between 8 and 14 have been required to attend school at least 12 weeks (6 of which must be consecutive) in each year, unless otherwise taught or unless excused from such attendance by the school board.—(School laws, 1881.)

GENERAL CONDITION.

The reports from this State being biennial, and none being due for 1880-'81, the statistics kindly furnished by Hon. H. C. Speer, State superintendent, supply the only official information available as to general educational affairs. These show progress in every respect except teachers' pay and receipts for schools. The increase of pupils enrolled in the free schools was 17,600, more than twice the increase (7,532) in youth of school age. The gain in average attendance, however, was much smaller (2,109). School districts increased by 188; the number reporting, by 204; those having uniform text books, by 1,528; and those having 3 months' school or more, by 496. The average term of school was 10 days longer than in 1879-'80. There were 429 more school-houses, with 537 more rooms, the estimated value of school property having been increased by \$251,342. Twenty-seven more men and 401 more women were employed, men, however, being paid \$2.26 less and women \$2.21 less a month. Although receipts for school purposes were \$419,914 less than in the previous year, \$158,010 more were spent on the schools.

KINDERGÄRTEN.

Three Kindergärten have been reported from Kansas at the date at which this goes to press: 1 at Lawrence, with 20 children, under 1 instructor, and 2 at Topeka. One of the latter, with 36 children and 2 instructors, formed the lowest preparatory section of the College of the Sisters of Bethany; the other, with 20 children and 1 instructor, was connected with a private school.

For full particulars of these and of any others that may report for 1880-'81, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

The public schools of cities are in charge of city boards of education elected by the qualified voters and comprising 3 members for each ward in cities of over 15,000 inhabitants; 2 members in other cities. The boards elect superintendents to assist them in the management of the schools and committees for the examination of teachers.—(School laws.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atchison	15, 105	5, 203	2, 310	1, 943	27	\$23, 631
Lawrence	8, 510	2, 768	1, 879	1, 279	23	23, 071
Leavenworth	16, 541	6, 796	3, 158	2, 290	39	21, 891
Topeka	15, 432	5, 270	3, 111	.....	31	.....

ADDITIONAL PARTICULARS.

Atchison makes return for 1880-'81 of 5 school buildings, with 30 rooms and 1,580 sittings, all valued, with sites, furniture, and apparatus, at \$145,000. There was an average attendance of 72 pupils to a teacher. There were 19 rooms for primary, 8 for grammar, and 1 for high school classes, which last had both male and female teachers.

The *Lawrence* public school system comprises primary, grammar, and high schools, taught in 10 buildings, having 24 rooms. During 1880-'81 there was an increase in enrolment of 50 pupils, or nearly 3 per cent., and in average daily attendance a gain of 57, or nearly 5 per cent. In the high school there were enrolled 121 pupils, 88 being in average daily attendance. A class of 20 was graduated, making 68 since the organization of the school in 1874, of whom 15 were boys and 53 girls. The number of cases of tardiness in the public schools decreased very largely during the year. Teachers' meetings were well attended and much interest was manifested in them.—(City school report.)

Leavenworth reports an increase of 539 in the number of youth of school age, of 98 in the public school enrolment, and of 36 in average attendance. Besides the public school enrolment, about 856 pupils attended private and parochial schools, making 4,014, or 65 per cent., of the school population in school some portion of the year. The schools are classed as primary, grammar, and high. Recently the number of grades (covering 7 years) to reach the high school was increased from 13 to 28, affording more frequent opportunities for promotion, and pupils have since been admitted to the high school twice a year. About 200 were enrolled during the year, and 13 graduated. It is estimated that 15 per cent. of all the public school pupils enter the high school, and that 5 per cent. graduate from it. Preparation is given here for colleges of the highest rank. The regular courses (covering 4 years) are classical, Latin-scientific, and English-scientific. A new course has recently been arranged for students not wishing to graduate. Another change is the charging of a tuition fee in this school, \$10 to residents and \$40 to non-residents, a plan which is said to work well, the amount being cheerfully paid and the attendance remaining as large as before.—(City report, 1881.)

The *Topeka* public schools, classed as primary, grammar, and high, were taught in 49 rooms, with 2,394 sittings for study. There was an increase during the year of 174 in public school enrolment and of 542 in the number of youth of school age. It was estimated that 200 pupils attended private schools, making 3,311 in all.—(Return.)

TRAINING OF TEACHERS.

KANSAS STATE NORMAL SCHOOL, EMPORIA.

The school at Emporia, now the only one left of the 4 State normals which were in operation during the earlier years of the decade, reported for 1880-'81, besides 217 others, 149 normal students and 21 normal graduates, of whom 18 were from the elementary or 3 years' course; of the others, 2 were from the advanced English course and 1 from the advanced English and Latin, the last two extending over 4 years. The professional work (most of it done in the training department) is grouped in a single year, and cannot be commenced until the academic work is completed. Tuition is free during the professional year. Graduates receive diplomas which authorize them to teach in the common schools of the State without further examination.—(Report and return.)

OTHER NORMAL TRAINING.

The *Kansas Normal College and Business Institute*, Fort Scott, organized in 1878, presents preparatory, normal, scientific, classical, and business courses of study, confers the degrees of B. S. and B. A., and devotes special attention to the preparation of teachers. The teachers' course, in which were enrolled 29 pupils in 1881, is completed in from 2 to 5 terms, according to the degree of advancement on entering.—(Report and return.)

The *Kansas Normal School and Business Institute*, Paola (also organized in 1878), prepares for teaching, for college, or for business. It reported 289 normal students and 13 graduates in 1881, its normal course covering 3 years. The training school here comprises 470 children, in 8 grades, besides a model district school numbering 56 pupils.—(Catalogue and return.)

The *Chetopa Normal High School* is a 3 months' summer normal held in public school buildings during vacation and sustained by subscriptions. About 200 pupils attended in 1881, of whom 70 were men.—(Return.)

There were courses of study for teachers in Baker, Highland, Lane, and Ottawa Universities and in the State University, which last provides training in its preparatory department for those not fully prepared for strictly normal studies, and then carries them, with others, through a 3 years' normal course. In this there were 38 students, 16 of them young men and 22 young women, in 1880-'81, of whom 8 were graduated.—(Catalogue of university.)

TEACHERS' INSTITUTES.

County normal institutes for teachers were advertised to be held in 53 counties, most of them during July and August, 1881. No statistics of attendance on them are available, and it does not appear whether institutes were held in the remaining 30 counties of the State or not. The law permits the union of two or more counties for this purpose in cases where the population of each county is less than 3,000.

A writer in *The Educationist* gives an account of the work in 25 of these institutes visited by him during July and August. He says that the work in the main was good, often reaching a high degree of excellence both in matter and method. Where there was failure it was chiefly in lack of attention to method, and in making the work almost wholly scholastic. Several institutes had critics who reported each morning on the work of the preceding day, and some had reporters for the daily papers. There was, however, a conspicuous and hurtful absence of reference books in the teaching, also a lack of illustrative apparatus. As a rule the teachers of the larger towns and cities were not present; but on the part of all who did attend marked earnestness and industry were shown. — (*The Educationist*, September, 1881.)

EDUCATIONAL JOURNALS.

The Educationist, a monthly published and edited by the former State superintendent of public instruction in Indiana, Hon. George W. Hoss, Emporia, is the official organ of the department of public instruction and of the State Teachers' Association, and the chief medium for the diffusion of educational information in the State. *The Industrialist*, a weekly published at Manhattan, is the organ of the Kansas Agricultural and Mechanical College, and is devoted specially to industrial education. The former was in its third volume in 1881 and the latter in its seventh.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

These are substantially provided for in union and graded school districts and explicitly in all cities of the first class, namely, those with more than 15,000 inhabitants. The number in operation during 1880-'81 cannot be given, nor can the statistics of attendance. There were, however, in 1878 about 60. Six had in 1881 adopted the course of study prescribed by the State university as preparatory to it.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools, see Tables IV and VI of the appendix following, and for summaries of them, corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Kansas*, Lawrence, opened as a denominational institution in 1859 and chartered as a State university in 1863, had in 1881 organized 3 of the departments contemplated in the act of incorporation, viz: a department of science, literature, and the arts, and normal and law departments. The first comprises a classical and a modern literature course, each leading to the degree of bachelor of arts, and a general scientific course and 3 special scientific courses, leading to the degree of bachelor of science. Tuition is free. Young men and women are admitted on equal terms and study in the same classes. Since the opening of the university there have been 2,166 students (nearly equally divided between the sexes) and since 1873 58 have been graduated from the collegiate department. The whole number attending in 1880-'81 was 466, about the same as that of the previous year, 156 belonging to the collegiate classes, 277 to the preparatory department, and the remainder to the normal, law, and musical departments. Out of a class of 10 young men and 9 young women graduated from the collegiate department, all received the degree of bachelor of arts except 6 young men, who became bachelors of science. — (Catalogue and return.)

Seven other collegiate institutions report, viz: St. Benedict's College, Atchison; Baker University, Baldwin; Highland University, Highland; Lane University, Leocompton; Ottawa University, Ottawa; St. Mary's College, St. Mary's, and Washburn College, Topeka. Two of these are Roman Catholic; the other 5 are under the influence, respectively, of the Methodist Episcopal, Presbyterians, United Brethren, Baptist, and Congregational Churches. All but the two Roman Catholic colleges admit both sexes. All report preparatory departments, with courses of from 2 to 3 years, and classical courses of 4 years;

5 had scientific courses, 1 a literary and 1 a ladies' course (all of 4 years); 3 had normal courses; 4, commercial; 3, departments of music, and 1, a department of art.

For statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides opportunities for the superior instruction of women afforded in all but 2 of the colleges and universities above noted, further provision is made for them in the College of the Sisters of Bethany, a Protestant Episcopal institution at Topeka, which presents primary, preparatory, and collegiate courses of study, the last extending over 3 years. For statistics of the college, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Kansas State Agricultural College, Manhattan, one of the first established under the congressional grant of 1862, gives practical instruction in the various industries of farm, shop, and home; also in literary and scientific branches, including civil engineering. The course extends over 4 years. Tuition is free and provision is made for training women as well as men in the industries suited to them, printing, telegraphy, sewing, and cookery being among the branches taught. Of 259 pupils in the regular courses, 84 were women; and the 12 graduates who received the degree of B. S. were equally divided between the sexes. For further statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding. Of the 4 scientific courses in the State university, each covering 4 years and leading to the degree of B. S., 1 is in general science, the others in chemistry, natural history, and civil and topographical engineering. Five of the other colleges and universities report courses in general science extending over 4 years. For statistics of students in scientific courses of colleges, see Table IX of the appendix.

PROFESSIONAL.

The *Kansas Theological School*, Topeka (Protestant Episcopal), organized in 1873, has a 3 years' course of study and requires an examination for admission. Except in special cases a collegiate training or its equivalent is insisted on as a preparation. The bishop of the diocese is ex officio president. Candidates for orders in 1881 reported, 4; instructors, 2.

The *law department of the University of Kansas*, organized in 1878, is intended to prepare students for practice at the bar in any State of the Union. The course extends over 2 years of 7 months each. All intending to enter are advised to first take a course of liberal studies. Graduates of literary colleges are admitted without examination; all others must satisfy the faculty that they possess the educational and other qualifications necessary to pursue the study with profit. Students in 1880-'81 reported, 15; instructors, 2; graduates for the year, 8.—(University catalogue.)

A preparatory *medical* course has been established at the State university, which is meant to be the first year of a 3 years' course. A collegiate training is recommended as a preparation for it, and a knowledge of English branches such as is required for admission to college is demanded. No note of students in it appears in 1880-'81.—(Catalogue of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for the Education of the Deaf and Dumb, Olathe, offers to the deaf and dumb of Kansas, 10 to 21 years of age, free tuition, board, books, and other necessities, leaving only clothing and travelling expenses to be provided by them. The length of the course permitted is in ordinary cases 6 years, but the average time really spent by each pupil is only 3½ years. During 1880-'81 there were 171 pupils under instruction, the course comprising the common school branches and articulation, besides such employments as printing, cabinet making, shoemaking, sewing, and housework.—(Report and return.)

EDUCATION OF THE BLIND.

In the Kansas Institution for the Education of the Blind, Wyandotte, pupils are taught the English branches, with reading in Boston elevated type, and both reading and writing in New York point. They are also trained in certain employments, the boys in broom and brush making, the girls in hat weaving. Four hours a day are given to labor, for which wages are paid, thus securing ambition and cheerfulness in the work and enabling pupils to earn most of their clothing.—(Report.)

REFORMATORY AND INDUSTRIAL TRAINING.

A State reform school for boys was established by legislative act in 1879 and opened for the admission of pupils June, 1881. It is under the control and management of the board of State charitable institutions, and is open to boys 8 to 14 years of age who are either neglected and exposed to temptation, incorrigible, truants, vagrants, or offenders against the laws. The plan of management is educational and reformatory rather than penal. Results will be sought through intelligent and well directed appeals to the manliness of pupils. The site of the school is a farm of 160 acres about three miles from Topeka. It is intended, with the aid of the boys, to cultivate small fruit and vegetables, and, in time, to teach them such useful trades as may be found practicable.— (Report, 1881.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Kansas State Teachers' Association met in Manhattan, June 21, 1882, remaining in session three days. After the appointment of committees, President William Wheeler, of Ottawa, read his inaugural address on "Books and reading," making a strong argument for good books for children and reprobating parents, teachers, and book makers who furnish or permit the reading of the popular but pernicious cheap novel and sensational story. The first paper of the following day, "The Emile of Rousseau," by Miss Grace Bibb, of the University of Missouri, stated fully and clearly the cardinal points in Rousseau's theory of education. A paper was then read by S. M. Greenwood, superintendent of the Kansas City schools, which contained a vigorous arraignment of the educational theories of Charles Francis Adams, Richard Grant White, and others. Hon. O. S. Munsell, of Council Grove, gave an address entitled "Mosaic compared with modern biology;" Prof. D. E. Sanders, principal of the normal school at Fort Scott, read a paper on "Educational shams," and Prof. R. C. Meade, of Atchison, one on "The training of children." At the evening session, Miss Ida Ahlburn, principal of the Jewell City schools, read a paper on "Our work," and one on "Literature in the public schools" was presented by a writer in *The Educationist*, presumably the editor, Hon. George W. Hoss. On the following day a paper entitled "Practical suggestions" was read by Prof. D. H. Robinson, of the State university, and another on "Educational forces," by Prof. J. R. Campbell, of Newton. Officers were then elected for the ensuing year, and after the adoption of a number of resolutions the association adjourned.

Among the resolutions was one agreeing to make all reasonable efforts to have trees planted in school yards and to encourage improvements tending to render attractive or comfortable school grounds or buildings, and another by which members pledged their united efforts in aid of the enforcement of the prohibition law, considering that education, as well as other interests, required such a law.— (*The Educationist*, July, 1881.)

SUPERINTENDENTS' CONVENTION.

A convention of the county superintendents of Kansas met June 21-23, at Manhattan, State Superintendent H. C. Speer presiding. After the appointment of committees the relation of the county superintendent to normal institute work was discussed by H. D. McCarty and Superintendents Lee, Bishop, Chidister, and others. On the second day Superintendent Bogle, of Marion County, spoke at length against the advisability of requiring teachers to send monthly reports to superintendents. The subject was discussed by a large number of superintendents, most of whom thought that term reports were sufficient. The question "What shall be done to enforce the compulsory school law?" was presented by Superintendent Bishop, of Saline County; a paper was read by Miss Eva A. Hobart, of Anderson County, on "The management of teachers' associations," and one by Superintendent Oliver, of Jefferson County, on "Teachers' certificates; how to grade them." The only paper of the third day was by Superintendent L. T. Gage, of Shawnee County, on "How to make official school visitation valuable." He thought county superintendents should have the right to give commands rather than suggestions to teachers. In the spirited discussion which followed members were about equally divided between "suggestion," "authority," and "advice."— (*The Educationist*.)

ASSOCIATION OF CITY SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS.

The city superintendents and high school principals met at Manhattan, June 23. Among other work done, there was referred to a committee for consideration "A course of study for towns and smaller cities;" and to another committee, "A course of study for unorganized high schools."— (*The Educationist*, July, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon. H. C. SPEER, *State superintendent of public instruction, Topeka.*

[First term, January 10, 1881, to January 9, 1883.]

KENTUCKY.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20)---	478, 597	483, 404	4, 807	-----
Colored youth of school age (6-16)---	66, 564	70, 234	3, 670	-----
Whole number of school age-----	545, 161	553, 638	8, 477	-----
White youth in free schools-----	245, 358	238, 440	-----	6, 918
Colored in free schools-----	20, 223	-----	-----	-----
Whole enrolment in free schools---	265, 581	-----	-----	-----
Average attendance of whites-----	158, 218	149, 226	-----	8, 992
Average attendance of colored-----	-----	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white youth----	6, 177	6, 244	67	-----
School districts for colored youth---	773	804	31	-----
Whole number of school districts---	6, 950	7, 048	98	-----
Districts that had schools for whites	6, 136	6, 189	53	-----
Districts that had schools for colored	718	739	21	-----
School-houses for white youth-----	5, 649	5, 678	29	-----
Valuation of same, with sites, &c.	\$2, 119, 407	\$2, 286, 104	\$166, 697	-----
School-houses for colored youth-----	-----	429	-----	-----
Valuation of same, with sites, &c.	-----	\$109, 648	-----	-----
Average time of schools in days-----	102	-----	-----	-----
Private schools of all grades reported	1, 044	1, 148	104	-----
TEACHERS IN WHITE SCHOOLS AND THEIR PAY.				
Men teaching in schools for whites---	4, 418	4, 195	-----	223
Women teaching in the same-----	2, 346	2, 715	369	-----
Average monthly pay of teachers in counties.	\$21 75	-----	-----	-----
Average monthly pay of men in cities.	98 00	-----	-----	-----
Average monthly pay of women in cities.	43 00	-----	-----	-----
INCOME AND EXPENDITURE.				
Receipts for public free schools for whites.	\$1, 031, 585	-----	-----	-----
Expenditure for them-----	803, 203	\$1, 184, 327	\$381, 124	-----

(From report of Hon. Jos. Desha Pickett, State superintendent of public instruction, for the two years above indicated, with return from the same for the year 1879-'80.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State school officers are a superintendent of public instruction, elected by the people for 4 years; a State board of education, comprising the superintendent, the secretary of state, the attorney general, and 2 professional teachers chosen by them; also a State board of examiners for the examination of teachers, composed of the superintendent and 2 professional educators chosen by him.

Local officers are county common school commissioners, elected by the county court of claims for 2 years; county boards of examiners, composed of the commissioner and 2 persons appointed by him; and district boards of trustees (separate ones for white and colored schools) of 3 members, who hold office 3 years.

OTHER FEATURES OF THE SYSTEM.

The common school system established in accordance with the State constitution requires that the schools be equally accessible to the poor and to the rich and open to all white youth 6 to 20; that they be taught by a qualified teacher for 5 months (or for 3 months if in a district containing less than 40 children); and that no books, tracts, or papers of a sectarian or infidel character be used or distributed in them.

The schools for white children are supported from the income of a State fund, all fines and forfeitures set apart by law, a State tax of 20 cents on the \$100 of taxable property, and an optional district tax of 25 cents on the \$100, which last may be made 30 cents in graded school districts. A capitation tax of 50 cents on persons sending children to school may be assessed by trustees to provide fuel and for other contingent expenses. The schools for colored children are supported from taxes on property owned or held by colored persons, a capitation tax of \$1 on each colored man over 21, taxes on dogs kept by colored persons, and on deeds, suits, and licenses, and by fines and penalties collected from them. The legal school age for colored children is 6 to 16. Except that separate district boards of trustees are provided for colored schools, the same officers have charge of those for both races. In 1882 colored children are to have an equal share of the State funds.

Provision is made for county teachers' institutes, a State teachers' association, public school libraries, a university, an agricultural and mechanical college, and institutions for the deaf and dumb, the blind, and the feeble-minded. Any non-sectarian college, academy, or high school may be accepted by the county commissioner as a State school, and as such share in the school funds, if all the white children of the district 6 to 20 be admitted without charge for 5 months of the year. Trustees must report annually to the county commissioners, and they to the State superintendent.

GENERAL CONDITION.

The statistics show an increase during the year of more than 8,000 in the number of youth of legal school age, a little over half of this being among the whites. The school age for whites is 6 to 20; for colored, 6 to 16. The attendance on colored schools in 1880-'81 is not given in the report, but it appears that the number enrolled in schools for whites (238,440) is less than that of the previous year by 6,918, while the number requiring education was greater by 4,807. Still there seems to be considerable increase in the expenditure for white schools; more school districts, both for white and colored, were reported, and more schools for both races were taught; there was an increase in the number of school-houses for whites, and a corresponding one in the value of public school property for their use; but the difference between the \$2,286,104, at which such property for whites is rated, and the \$109,648, at which that for colored youth is put, clearly shows how much this latter class needs fuller provision for school buildings.

CITY SCHOOL SYSTEMS.

OFFICERS.

The city public schools are usually under the control of boards of trustees, which appoint city superintendents. In some cities, under special charters, boards of examiners are appointed for the examination of teachers. This board in Louisville comprises the city superintendent and 6 professional teachers.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Covington	29,720	9,631	2,518	2,370	57	.....
Lexington	16,656	4,961	2,182	.....	.....	.....
Louisville.....	123,758	48,837	19,189	13,270	327	\$218,694
Newport	20,433	6,722	2,147	2,030	42	.....
Paducah	8,036	1,980	840	600	15	8,336

a In the State report this number appears as 40,390.

ADDITIONAL PARTICULARS.

Covington reports a smaller school population than the previous year by 463, fewer pupils by 1,000 enrolled in public schools, and 115 fewer in average attendance under 3 fewer teachers. Schools were taught 10 months of the year in 6 buildings.

Lexington, besides 4,961 pupils in public schools, reports 640 attending private or parochial schools. Property used for public school purposes was valued at about \$41,000. The schools were in session 238 days.

Louisville, with an increase of 2,250 in school population, had 801 fewer pupils in public schools and 228 fewer in average attendance. The schools were taught 204 days by 327 teachers, including special teachers, all but 35 of them women. There were 32 special teachers of German, in which language a graded course is presented extending over 7 years. Five of the public schools were for colored children, but the number in attendance is not reported. In the two high schools there were 582 pupils enrolled and 518 in average attendance.—(Return and public school manual.)

The *Newport* public schools were taught 10 months by 42 instructors (of whom 3 were men) in 7 school buildings valued at \$84,000. The high school had 48 pupils, with 44 in average attendance.

Paducah reports a decrease in school population of 2, an increase in enrolment of 18 pupils, with 8 fewer in average attendance; schools taught 10 months during the year; 3 men and 12 women teaching in 4 brick school-houses, with 14 rooms and 950 sittings; 59 pupils enrolled in public high schools, with 54 in average attendance, and an estimated enrolment in private and parochial schools of 225.—(Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State superintendent reports 16 normal schools, having 575 students attending for an average term of 6 months. One of these, however, he subsequently writes, was mistakenly reported by a county commissioner; another was a temporary normal of 3 weeks in Trimble County; a third, the annual county institute of Hopkins County; a fourth was closed. The remaining 12 were Alexander College, Burksville; East Kentucky Normal School, Catlettsburg; Clinton College, Clinton; Kentucky State Normal School, Farmdale; Glasgow Normal School, Glasgow; Hartford Academy, Hartford; Agricultural and Mechanical College, Lexington; Mountain Normal School, Martinsburg; Mayfield Seminary, Mayfield; Normal School, Morgantown; Murray Institute, Murray; and Kentucky Classical and Business College, North Middletown.

Besides these, the names of some of which are on the academic and collegiate lists of this Bureau, while the status of some others as normal schools is at least doubtful for 1881, there are on the normal list of the Bureau for 1881 the Kentucky Presbyterian Normal School, Anchorage (a department of Bellewood Female Seminary), the normal department of Berea College, Berea, with the like department of Columbus College, Columbus, and that of South Kentucky College, Hopkinsville, besides the semi-normal Kentucky Female Orphan School, Midway.

TEACHERS' INSTITUTES.

A county teachers' institute is required by law to be held in each county, the sessions to be not more than 6 days, during which there is a vacation of the schools, and all teachers of the county are required to attend on penalty of forfeiting their certificates, unless there be a satisfactory excuse given to the county commissioner. There were 93 institutes held during 1880-'81, having a total attendance of 3,265. Only 805 teachers in all the counties were absent.

EDUCATIONAL JOURNALS.

The *Eclectic Teacher*, the most important of the educational journals published in this State, and the only one that contained much general information as to the State school system, was discontinued in 1881.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Seven cities and towns report to the State superintendent statistics of 9 public high schools, in which 936 pupils were enrolled and 869 were in average attendance. No information is given as to the courses of study in these schools or the branches taught, further than that the classes are superior to those of the graded common schools. Louisville, included in the above, sustains 2 such schools for whites, 1 for each sex, and during the year had 562 pupils enrolled in the 2, with 539 in average daily attendance. Some higher instruction is believed to be also given in one of the schools for colored youth.

OTHER SECONDARY SCHOOLS.

The State superintendent reports 201 private academic schools, with an average session of 9 months during 1880-'81; public schools were taught in connection with 26 of these schools. For full statistics of all such schools reporting to this Office, see Table VI of the appendix; for statistics of business colleges and of schools preparatory to college, see Tables IV and VII.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Six of the 16 colleges and universities in this State in 1881 admitted both sexes, an increase in this class of 1 since 1880. All but 2 of the 16 were denominational, the Christian Church controlling 4; the Baptist and Roman Catholic, each, 3; the Presbyterian, 2, and the Congregational and Methodist, each, 1. All report classical courses of 4 years and preparatory departments, a number also giving instruction in primary branches; 8 had scientific courses, and 1 of these also a course in engineering; 4 gave normal training; 4, theological or biblical; 1, medical; 9, business or commercial, and 2, legal; 2 offered separate courses for ladies; in 4 there were departments of music and art, and in 6 French and German were taught. For statistics, see Table IX.

One of the above, South Kentucky College, Hopkinsville, was exclusively for the higher education of women until 1881, when the charter was amended, the college reorganized and opened to both sexes. The curriculum, too, was made to include preparatory, classical, normal, commercial, music, art, and law departments; also, French and German.

Central University, Richmond, received during the year, from various friends, gifts amounting to \$50,000, and Berea College, Berea, \$54,048 for endowment and current expenses.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nearly all of the twenty or more colleges and seminaries for women reporting from this State are authorized by law to confer collegiate degrees. They present collegiate courses of 4 years, which include Latin, Greek, modern languages, music, drawing, and painting. At least 4 make also some provision for the instruction of those who intend to teach.

For statistics of these colleges, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As was stated in the report from this Office for 1880, the Agricultural and Mechanical College of Kentucky has been permanently established at Lexington, the city and county having contributed \$50,000 for buildings. A State tax for its support, of 5 mills on each \$100 of taxable property, with other funds, provides an annual income of about \$27,000.

No information later than the above has been received, the process of reorganization being probably incomplete.

Courses in general science, usually extending over 4 years, are reported by 8 other institutions for superior instruction, one of them, Kentucky Military Institute, also presenting a course in civil engineering.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary of these, a corresponding table in the report of the Commissioner preceding. For statistics of scientific departments in colleges, see Table IX.

PROFESSIONAL.

The *theological* schools are Danville Theological Seminary (Presbyterian), with a 3 years' course of study and 8 students in it in 1881, of whom 4 had received collegiate degrees; the Southern Baptist Theological Seminary, Louisville, organized on the plan of independent schools, of which there are 8, and reporting 94 students; and the College of the Bible, Lexington, which presents an English course of 4 years and a classical one of 2, had 67 students and 7 graduates, all but 1 from the English course. The first named is the only one of the three which requires an examination for admission of applicants not college graduates; the last does not profess to be a strictly professional school, but to give instruction in the Bible and in some higher branches of English literature and philosophy. Biblical instruction in connection with college studies is given in Berea College, Berea (Congregational), Eminence College, Eminence (Christian), and Kentucky Wesleyan College, Millersburgh (Methodist).

For further statistics of theological schools reporting, see Table XI of the appendix, and for a summary of this, a corresponding table in the report of the Commissioner preceding.

Legal instruction continued to be given in 1880-'81 in the law department of the University of Louisville, the course of study extending over 2 years of 5 months each. The diploma (a license to practise in any court in the State) is bestowed only after a satisfactory examination. Kentucky University, Lexington, still retained in its catalogue the advertisement of its school of law, with 4 professors and a 2 years' course; but there was no note of any students. That of Central University, Richmond, seemingly dropped

in 1879-'80, does not reappear in subsequent catalogues. South Kentucky College, Hopkinsville, in connection with the college course, gives instruction in constitutional, international, and commercial law.

The 4 medical schools reporting (all in Louisville), namely, the Kentucky School of Medicine, Hospital College of Medicine (a department of Central College, Richmond), Louisville Medical College, and the medical department of the University of Louisville, give a total attendance of 529 students in 1881 and 275 graduates. All require for graduation the ordinary 3 years of medical study, including 2 terms of lectures, the minimum term required by the American Medical Association. The two schools first named offer an optional graded course of 3 years, which, at the Hospital College of Medicine, students are urged and after 1882-'83 will be required to take. No examination is required for admission in any of the above, but the Hospital College encourages thorough study by offering a special honorary mention in its catalogue of such graduating students as reach 90 per cent. in a final written examination.

The *Louisville College of Pharmacy*, requiring for graduation an apprenticeship of 4 years and attendance on 2 courses of lectures, reports 45 students and 8 graduates during 1881.

For statistics, see Table XIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The State sustains an institution for the training of the deaf and dumb, at Danville, in which are taught the usual branches of a common school education, also printing, book binding, carpentry, broom and mattress making, gardening, sewing, fancy work, and housework. Articulation is taught to a few semi-mutes. There were 139 pupils under instruction during 1881.

EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, had 81 pupils, who were all instructed in the ordinary English branches, those whose abilities promised success receiving also special training in vocal and instrumental music. Physical exercise holds an important place in the plan of instruction, an hour and a half daily being devoted to calisthenics. The boys are taught to make brooms, to cane chairs, and to do simple upholstery work, such as the making and repairing of mattresses and lounges; the girls are taught hand and machine sewing, the cutting of garments, and knitting.

EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, gives instruction in the common school branches and in such employments as carpentry, shoemaking, mattress and broom making, gardening, housework, and sewing. The most capable boys are put to the carpenter's trade; those of the next grade, it is found, can be taught to be good shoemakers; and the others are trained in simpler industries. Once a week a company of boys are instructed in military tactics. The girls take turns in the laundry, kitchen, and sewing departments; they learn to cut, fit, and make their own and the boys' clothing. There were 132 under the care of the institution during the year, 71 boys and 61 girls.—(Catalogue and return.)

REFORMATORY TRAINING.

The Louisville House of Refuge, intended for the training of neglected youth, receives boys and girls, white and colored, giving them instruction in the common school branches and in the employments of shoemaking, gardening, cane seating, housework, and sewing. The attendance for 1881 was 178 white boys and girls and 89 colored boys, with 269 inmates remaining December 31, 1881. There were 137 under school instruction during the year.—(Catalogue and return.)

EDUCATIONAL CONVENTION.

KENTUCKY STATE TEACHERS' ASSOCIATION.

The State Teachers' Association was advertised to meet at Elizabethtown July 12-15, 1881, but no account of the proceedings has been received. Among the subjects on the programme for addresses and papers were coeducation, denominational colleges, moral training by the teacher, methods of teaching reading, use and abuse of text books, compulsory education, and the training for women demanded by American life.—(Eclectic Teacher.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]

LOUISIANA.

STATISTICAL SUMMARY.

	1880.	1881.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18) -----	273,845	290,036	16,191	-----
Enrolled in public schools -----	68,440	62,370	-----	6,070
Average daily attendance -----	45,626	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of public schools reported..	874	1,069	195	-----
Average time of schools in days---	118	100	-----	18
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	-----	773	-----	-----
Women teaching in public schools -----	-----	811	-----	-----
Whole number in public schools -----	-----	1,584	-----	-----
Average monthly pay of teachers---	\$27 50	\$31 50	\$4 00	-----
INCOME AND EXPENDITURE.				
Receipts for public schools -----	\$480,320	\$486,790	\$6,470	-----
Expenditure for public schools -----	411,858	441,484	29,626	-----
STATE SCHOOL FUND.				
Amount of available permanent fund	\$1,130,867	\$1,130,867	-----	-----

(From returns furnished by Hon. Edwin H. Fay, State superintendent of public education, and biennial report of the same for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The chief executive school officer under the constitution of 1879 is a State superintendent of public instruction, chosen by the people for a term of 4 years. The superintendent, governor, other State officers, and 2 citizens appointed by the governor for 4 years constitute a State board of education. The duties of the State board are to make all needful rules and regulations for the government of the free public schools and for the examination and employment of teachers, to select text books and apparatus, and to appoint and remove directors of parish boards, except in New Orleans. The parish boards have charge of school interests in their respective parishes, dividing them into as many wards and districts as may be deemed necessary, appointing auxiliary visiting trustees for each district, and appointing also from their own number special committees to examine teachers. They may appoint a parish superintendent, who shall be ex officio secretary of the parish board, receiving for such double service not more than \$200 a year, except in the parish of Orleans, where the salary is fixed by the general assembly. Women over 21 years of age are eligible to any educational office created by the laws of the State.—(Digest, 1877, and constitution, 1879.)

OTHER FEATURES OF THE SYSTEM.

The constitution provides for free public schools for all the children in the State between the ages of 6 and 18. The schools are to be supported (1) from the proceeds of a State fund of \$1,130,868, bearing 4 per cent. interest, to be paid annually to the townships in proportion to the number of youth of school age in each; (2) from a poll tax of \$1 to \$1.50

on each male over 21 years of age, to be applied to the support of public schools in the parish where it is collected; (3) from a State tax not to exceed 1 mill on \$1; (4) from a local levy of 2 mills on \$1, which any parish board may order. No teacher can be legally employed without passing an examination and receiving a certificate of competency from the parish board. This is valid for 2 years, but is liable to forfeiture for cause. While parish boards are required to establish a free school in every district or ward, no school of less than 10 pupils may be opened nor more than 60 be allowed to 1 teacher.

The schools in each parish must be visited each month by a committee of the parish board, and any director failing for two consecutive months to do his duty forfeits his membership in the board.

The general exercises and elementary instruction in the public schools must be in English, except in parishes where the French predominate, in which case the elementary branches may be taught in French if it can be done without additional expense.

Public school funds must not be used in support of sectarian schools.—(Constitution of 1879 and digest of 1877.)

GENERAL CONDITION.

The unsatisfactory condition of the public schools existing in 1880 was not improved in 1881. The exceedingly small aid provided by the State remained the same. Extensive suffering from floods prevented in many parishes the collection of additional local school taxes, as well as kept many schools from being opened and many children from attending school, while from the want of a school law corresponding with the new constitution there was sometimes embarrassment in determining what was permitted or required. Hence the school machinery worked at a disadvantage, and the results were far less than could be desired. Although \$6,470 more were, with great effort, raised for public schools, and, according to the State report, \$29,626 more spent for them, the school enrolment not only failed to keep pace with the 16,191 increase of school youth, but fell 6,070 below that of the year before; so that the per cent. of enrolment on youth to be instructed fell from about 25 to 21.5. School sessions, too, were about 18 days shorter on an average; school teachers, however, apparently getting an average of \$4 a month more pay.

AID FROM THE PEABODY FUND.

The arrangements entered into by the late Dr. Sears, establishing in New Orleans 2 Peabody normal seminaries for the free education of white and colored teachers, seem to have been continued, although only the one for white pupils reported for 1880-'81. The Peabody fund distribution to both schools is given in the report of the trustees and agent as \$1,500 for both schools from February 1, 1881, with \$200 for the Louisiana Educational Journal.

KINDERGARTEN.

The Kindergarten Institute of New Orleans, organized October 4, 1881, admits pupils between 4 and 11 years of age. At date of report it had, besides the conductor, 4 assistants and 63 pupils.—(Return.)

For further information of this and others heretofore reported, see Table V of the appendix.

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—For the control of the public schools this city has a board of 20 directors, 8 appointed by the State board of education and 12 by the board of administrators of New Orleans, with a superintendent appointed by the directors.

Statistics.—Population in 1880, 216,090; youth of school age, 61,456; enrolled in public schools, 24,401; average daily attendance, 14,566; teachers, 402; expenditures, \$274,844.—(City report and return.)

Additional particulars.—There were 55 schools under the care of the city board, occupying 402 rooms for recitation and study; they were classed as high, grammar, primary, and a special primary with Kindergarten features. The school course below the high school covers 8 years, giving to the primary and grammar 4 each. Of the 52 grammar and primary schools 13 were for colored children. There were 12 large modern school buildings erected from the proceeds of the McDonough school fund, while the others belonging to the city were old frame houses, lacking modern improvements. The remaining 13 were rented buildings, poorly adapted to school purposes, and yet they contained 18 per cent. of the children in school. There were, however, encouraging indications of more attention to the sanitary condition and surroundings of the school-houses. School property was valued at \$637,500.—(City report and return.)

¹In connection with this sketch of the city schools of 1881 comes information that in 1882 a former citizen, Mr. Paul Tulane, of New Jersey, has given to the city a large amount of property within it for the purpose of higher education. Estimates place it at from \$400,000 to \$2,000,000.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The *Peabody Normal Seminary*, New Orleans, continued to offer free normal training to white graduates of high schools or colleges and other advanced students over 16 years of age from any portion of the State. In its normal department it had junior and senior classes, with a 3 years' course, in which previous studies were reviewed according to the best known methods. In a model school connected with it classes of children were assigned for an hour each day to members of the senior class to enable them to acquire aptitude and experience in teaching and managing schools. The normal pupils for 1880-'81 numbered 70; other pupils, 20; all under 5 instructors. The graduates for the year were 10, of whom 5 were, at date of the return, engaged in teaching. Vocal music entered into the instruction given; there was a respectable library of books on the science and art of teaching, while several educational journals were received. Graduates of distinction are encouraged to return to pursue advanced optional studies, and to such as prove their capacity to teach schools of academic grade are awarded diplomas with the degree of D. P. (*doctrina perita.*) — (Report and return.)

The *Peabody Normal School for Colored Students*, established at New Orleans in 1877, with a 2 years' course, gratuitously fits graduates and advanced scholars of the higher grades of schools over 17 years of age for the work of teaching. No report for 1881 has reached this Bureau.

The normal department of *Straight University*, New Orleans (colored), aims in a 3 years' course to train both sexes for teaching; it reported 81 normal students in 1880-'81, with 61 entered for the following year, of which latter number 29 were women and 32 men, under 4 teachers. — (Catalogues.)

The *New Orleans University* (colored) had in 1880-'81 a normal course of 2 years, but did not indicate the number of normal students. — (Annual report of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

Leland University, New Orleans, forms annual normal classes for such students as desire to prepare for teaching, but does not report how many normal pupils were under training in 1880-'81 out of its 144 students.

TEACHERS' INSTITUTES.

It is not known that any teachers' institutes were held in 1880-'81. Through the aid of the Peabody fund arrangements were made to hold a few in some of the larger towns in 1882. — (State report.)

EDUCATIONAL JOURNAL.

The *Louisiana Journal of Education*, published monthly in New Orleans, maintained in its second year the high standard of usefulness it had reached in its first year. One of the editors was formerly State superintendent and the other is city superintendent of New Orleans.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the three high schools in New Orleans reported in 1879 the one for colored pupils seems to have been suspended, as no report of it appears in 1880-'81. The others, 1 for boys and 1 for girls, were reorganized so as to extend the course of study for each from 2 to 3 years. There were 9 teachers and a total enrolment of 267, of whom 88 were in the boys' and 179 in the girls' school, the total average daily attendance being 81 per cent. of the total enrolment. No other high schools in the State are reported. — (City report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, the university part of which was organized in 1860, the agricultural and mechanical in 1874, appears, as reported for 1880-'81, to have gained from the consolidation which has been effected. Its yearly income is now \$24,556, from 5 per cent. on \$182,313, the fund of the Agricultural and Mechanical College; from 4 per cent. on \$136,000, seminary fund; and from an annual State appropriation of \$10,000. At the opening of the session of 1880-'81, the new institution was reorganized. The general management was placed under the control of a board of supervisors, 12 appointed by the governor, with annual age of 3, the governor, superintendent of public education, and president of the

faculty being ex officio members. Discipline was intrusted to the president of the faculty, and is strictly military. The optional system under which the institution had been conducted, and which had led to no degrees, was changed for stated courses, with absolute requirements and a fixed standard for degrees.

In place of former schools of literature, science, useful and fine arts, of military science and art, of medicine and law, the university courses were made a classical and scientific of 4 years each, and agricultural and mechanical courses of 2 years, leading to corresponding degrees of bachelor of arts, bachelor of science, graduate in agriculture, and graduate in mechanics. A preparatory department fits for the university courses or for those of agriculture and mechanics. During the year, a workshop was erected and furnished with carpenters' tools. The faculty numbered 10 and the cadets 69. No tuition fees are charged and no female students are admitted. The institution had a library of 17,000 volumes.—(Catalogue.)

The *University of Louisiana*, at New Orleans (non-sectarian), is a separate institution from the State University at Baton Rouge, having existed since 1847 and having been recognized and provided for by the constitution of 1879. It has law, medical, and academic departments, the last including, in 1881, schools of Latin, Greek, English, mathematics, physics and mechanics, chemistry, French, and German. This university is to receive annually from the State a sum not exceeding \$10,000. The degrees to be conferred are B. A., M. A., B. S., and B. LIT. There were 17 members of the faculty, besides lecturers and other instructors, in 1880-'81, and 506 students, including 180 high school and 87 academic. French is taught throughout, and is used in the recitations of the senior classes. Instruction is in schools. There is no curriculum or prescribed course for the college as a whole.—(Catalogue.)

A university for the education of persons of color was authorized by article 231 of the constitution of 1879, and under act 87 of the general assembly of 1880 it was organized as the *Southern University for Colored Students*, with a grant from the State purporting to be of \$10,000 annually. The institution was opened to students in January, 1881, and enrolled a considerable number of students; but, from the fact that it was without funds and that its trustees were unwilling to sacrifice at a ruinous discount the warrants of the State which constituted its only assets, its sessions were closed in June of that year, and even the property purchased for its use was in danger of being sacrificed.—(State school report.)

Leland University celebrated its eighth anniversary May 25, 1881, conferring the degree of A. B. on two young men who had completed the regular collegiate course and graduating 6 others from its higher English course, one of whom was a young lady.—(Watchman, July 14, 1881.)

Other institutions of this class reported in some form for 1880-'81 were Jefferson College, College Point, Convent P. O. (Roman Catholic); St. Charles College, Grand Coteau (Roman Catholic); Centenary College, Jackson (Methodist Episcopal South), and the following 4, all in New Orleans: College of the Immaculate Conception, also called The Jesuits' College (Roman Catholic); Leland University (Baptist); New Orleans University (Methodist Episcopal); and Straight University (Congregational). The reports of some are not as definite as could be desired, but apparently all had arrangements for preparatory study in 1, 2, or more years' courses, Jefferson not seeming to go beyond this in the year under review. The others all appear to have had substantially the usual classical collegiate courses, with a fair proportion of scientific studies, though these were not generally arranged in separate courses. Jefferson, St. Charles, and the Immaculate Conception College had also commercial courses; Leland, New Orleans, and Straight, normal instruction, Straight having this arranged in a 3 years' course, with a higher English course of the same length. Leland also had a similar course.

For statistics of all these, see Table IX of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding; for professional courses, Professional Instruction, further on.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 3 Protestant collegiate institutions in New Orleans—Leland, New Orleans, and Straight Universities—admit young women to equal privileges with young men. For information as to at least 4 other schools designed to afford to young women like advantages, see Table VIII of the appendix.

State Superintendent Fay, in his report for 1880-'81, urged on the legislature the establishment of a first class college for young women, to correspond with the State university for young men in the educational advantages offered; but his recommendation does not appear to have met with favor.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

A scientific course of 4 years and a 2 years' agricultural and mechanical course following preparatory studies appear in the State University and Agricultural and Mechanical

College at Baton Rouge, a full description of which is given under Superior Instruction. St. Charles College and the University of Louisiana have scientific courses, and other colleges, as before stated, give some scientific instruction in connection with the classical, but not generally in defined and separate courses.

PROFESSIONAL.

Theological.—Straight University (Congregational), for the education of the colored people, opened 1870, reported for 1880-'81 a theological course of 3 years for college graduates, on completion of which they receive the degree of B. D. Students that have not had a college education on leaving receive a certificate of the amount of their theological studies and the character and degree of scholarship attained. This department had 35 students and 1 graduate. There is no report from others heretofore reporting, except Leland University, New Orleans, which had, according to the report of the Baptist Home Mission Society, 27 students for the ministry in 1881; while, according to the report of the Methodist Freedmen's Aid Society, New Orleans University still gave theological instruction. For full statistics of schools of this class, see Table XI of the appendix.

Legal.—The University of Louisiana and Straight University, both at New Orleans, give legal training in courses of 2 years of five months each, having each a faculty of 4 instructors. The former in 1880-'81 had 35 students, the latter 20 and graduated 9.—(Return and catalogues.)

For statistics of these and others reporting, see Table XII of the appendix.

Medical.—The medical department of the University of Louisiana (originally the Medical College of Louisiana) required in 1881, as previously, 3 years of study with a regular practitioner, with attendance on two full courses of lectures of 20 weeks each year, and thorough hospital instruction, under 9 professors and instructors. During the session of 1880-'81 there were 204 students, 59 of whom graduated.—(Return and catalogue.) For statistics, see Table XIII of the appendix.

Whether New Orleans University continued in 1881 the 3 years' course of medical lectures advertised by it in 1878 has not been ascertained at the date at which this goes to press.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Louisiana Institute for the Education of the Deaf and Dumb, Baton Rouge, for 1880-'81, reported 38 inmates, 22 being males and 16 females, under the care of a superintendent, 2 teachers, and a matron and assistant matron. In school the pupils are trained in the branches usually taught in such institutions. The boys work 1 hour a day in cultivating the garden and chopping wood, while the girls are taught to sew and do general housework. System, order, and economy prevailed in every department. During the last 2 years the State had paid its usual appropriation of \$10,000 in depreciated warrants, leaving the institution at the close of 1880-'81 with a debt of \$3,000, which the general assembly would be called on to make good.—(Catalogue.)

No statistics for 1880-'81 of institutions for the training of the blind are at hand.

EDUCATION OF ORPHANS.

The German Protestant Orphan Asylum, New Orleans, in 1880-'81 had 104 children, of whom 58 were boys and 46 girls, with 2 principal teachers, one for instruction in German, the other in English. In the morning the larger pupils are taught in English, the smaller in German, reversing this order in the afternoon; thus all are taught the elementary branches in both languages. The girls are taught common sewing and knitting, and twice a week fine needlework by the English teacher, while in the afternoon the boys are taught drawing. Twice a week the older children meet in the evening and are taught vocal and instrumental music. The children are said to be remarkably healthy and are trained for usefulness in household work.—(Louisiana Journal of Education, January, 1881.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

A State educational convention was held at New Orleans May 23-26, 1872, the governor of the State presiding. The meeting was regarded as the initiative of similar ones in the future, but up to 1880-'81 no further mention of them appears, nor of the local teachers' associations recommended by general assembly of 1870, and they seem to have been abandoned.

CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

MAINE.
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	214, 656	213, 927	-----	729
Enrolled in public schools	149, 827	150, 067	240	-----
Average daily attendance	103, 115	99, 500	-----	3, 615
SCHOOL DISTRICTS AND SCHOOLS.				
Towns not divided into school districts.	36	39	3	-----
School districts reported	3, 930	3, 966	36	-----
Parts of districts reported	353	353	-----	-----
Public school-houses	4, 309	4, 308	-----	1
School-houses in good condition	2, 859	3, 039	180	-----
Number built within the year	67	57	-----	10
Cost of those thus built	\$74, 801	\$95, 347	\$20, 546	-----
Estimated value of all school property.	3, 003, 461	3, 026, 395	22, 934	-----
Average time of schools in days	120	118	-----	2
TEACHERS AND THEIR PAY.				
Male teachers in the free schools	2, 325	2, 257	-----	68
Female teachers in the same	4, 609	4, 683	74	-----
Whole number employed	6, 934	6, 940	6	-----
Number that had previous experience.	-----	4, 713	-----	-----
Number that were graduates of normal schools.	415	457	42	-----
Average monthly pay of men	\$32 97	\$35 99	\$3 02	-----
Average monthly pay of women	21 68	22 28	60	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$1, 047, 715	\$1, 089, 414	\$41, 699	-----
Whole expenditure for them	1, 047, 681	1, 089, 414	41, 733	-----
STATE SCHOOL FUND.				
Amount of permanent fund available.	\$438, 287	-----	-----	-----

(From reports of Hon. N. A. Luce, State superintendent of common schools, for the two years indicated, with written returns from the same for both years.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of common schools, appointed by the governor and council for 3 years, who acts also as superintendent of State normal schools.

For each town (i. e., township) there is a superintending school committee of 3 members, or in its stead a supervisor of schools, elected by ballot at the annual meeting, to which offices no person is ineligible on account of sex. A school agent is annually elected by each town or district, to call school meetings, take the census of school children, provide fuel, repair school-houses, &c.—(School law, 1881.)

OTHER FEATURES OF THE SYSTEM.

The State offers free instruction in common English studies to all youth 4 to 21 years of age residing in school districts, and requires the attendance of all capable children between 9 and 15 for at least 12 weeks in each year, unless instructed elsewhere. Parents and guardians of delinquent children are liable to a fine of \$5 for each violation of this rule [and manufacturers have not been allowed to employ children without a teacher's certificate that they have attended school 3 or 4 months the previous year; the penalty of \$50 for such employment was made \$100 in 1880].¹ A scheme for systematic graded instruction in primary and grammar schools was published for the use of the rural schools in 1881. Instruction in mechanical or industrial drawing, as well as in studies beyond the grammar grade, has been for some years optional. Normal schools for training teachers enter into the State system. Teachers must present a certificate as to moral character and fitness for the position from the officer who has examined them, and no teacher may receive his pay until the register of his school, properly filled up and signed, is deposited with the school committee or its agent. Each teacher must include the Constitution of the United States and that of the State of Maine in his instruction, with training also in the principles of morality. The schools are supported from the interest of a permanent school fund, from taxes of 1 mill on \$1 on ordinary property, of $2\frac{1}{2}$ mills² on \$1 on deposits in savings banks, and from a tax of not less than 80 cents for each inhabitant, to be annually voted by the school meeting. Failure to raise this last brings a penalty of twice to four times the amount of deficiency on the delinquent city, town, or plantation, with a forfeiture for the year of its portion of the State school money. Besides these required taxes, there may be others for free high schools, for the purchase of text books, and for building or repairing school-houses.—(School law, 1881.)

GENERAL CONDITION.

The statistics given in the school report for 1881 show an increase of 240 in pupils enrolled in public schools, notwithstanding a decrease in youth of school age, but a very marked and large decrease in the average attendance on both winter and summer schools; this, too, though 36 more districts than in 1880 made reports, and though there was a fair increase in school revenue, in the number of school-houses reported in good condition, in the number of teachers employed, in the number of such who were graduates of normal schools, and although the teachers received higher pay. The average length of school term was 2 days shorter.

Superintendent Luce considers that there has been some gain in the quality of the schools, but deems it impossible to secure great improvement while the district system prevails. He holds this system responsible for the short school term, small schools, poor teachers, lack of order, system, and school appliances, and large waste of public moneys, and consequently wishes to see it superseded by a good town system.—(School report, 1881.)

KINDERGÄRTEN.

There has been decided growth in the Kindergärten at Lewiston. For statistics of schools of this class, see Table V of the appendix, and a corresponding table in the report of the Commissioner preceding.—(Returns.)

CITY SCHOOL SYSTEMS.

OFFICERS.

These are school supervisors, superintending school committees, school agents, and in some cities school superintendents.—(School laws.)

STATISTICS.³

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Auburn.....	9,555	3,018	1,962	1,360	51	\$15,921
Augusta.....	8,665	2,342	1,220	975	48	19,796
Bangor.....	16,856	5,479	3,120	2,478	79	30,563
Bath.....	7,874	2,836	1,836	1,536	38	17,112
Biddeford.....	12,651	3,911	1,891	1,335	42	23,674
Lewiston.....	19,083	6,274	2,919	2,062	69	33,232
Portland.....	33,810	10,904	6,608	4,508	132	80,712
Rockland.....	7,599	2,186	1,448	1,130	30	10,856

¹ The provision in brackets seems to have been dropped in the revised school law of 1881.

² Erroneously reported as 5 mills in the report for 1880.

³ The statistics given are from written returns, except as respects Auburn and Portland. As no returns have come from these cities, the figures presented are from the State report for 1881.

ADDITIONAL PARTICULARS.

Auburn reports 31 of its 32 school-houses in good condition; 1 erected during the year, at a cost of \$900; school property valued at \$89,000; and school terms averaging 1 day over 10 weeks of 5½ days each. A decrease is noted in enrolment and rate of average attendance.—(State report, 1881.)

Augusta reports 30 of its 33 school buildings in good condition, 1 having been built during the year at a cost of \$22,000; a school term of somewhat more than 11 weeks in summer and 14 weeks in winter; 43 of the 48 teachers females, and 2 of the teachers graduates of normal schools. The return shows that a special teacher of music was employed, but does not designate what grades received instruction.—(State report and city return, 1881.)

Bangor had for the public schools 36 buildings, all in good condition, with 72 rooms and 3,500 sittings, valued at \$75,000. Special instruction was given in vocal music and penmanship in all intermediate and grammar schools. Noteworthy changes were the extension of the school year from 32 to 34 weeks, the union of the grammar and high schools under one principal, the introduction of a uniform system of studies, and the establishment of a monthly teachers' meeting, presided over by the committee. The school committee desires to establish an ungraded school for the benefit of working boys, who are employed in large numbers in shops and mills part of the year and are unable to keep up with any specified grade.—(City report and return, 1881.)

Bath reports 16 school-houses, 14 in good condition, with 37 rooms and 3,300 sittings, valued at \$59,300. Schools were taught 190 days by 38 teachers, 2 of them graduates of normal schools. The classification is high, grammar, and primary, with ungraded rural schools. Drawing is taught in the primary schools; penmanship, in all schools, by a special instructor. The high school offers 3 parallel courses of study: an English course, with French and German; a classical course, including Latin, French, German, and the more important English studies; and a college preparatory course. In a class of 39 graduates, which was by far the largest number in any one year, 28 were girls.—(City report and return, 1881.)

Biddeford reported 23 school-houses, 2 erected during the year, with sittings for 1,835 pupils, valued, with sites and furniture, at \$95,000. Schools were taught 184 days by 10 male and 32 female teachers. An estimated enrolment of 269 in private schools was given for 1881.—(Return, 1881.)

Lewiston, with a decrease in enrolment, reports an increase in daily attendance, the average per cent. being 94; 29 school-houses in good condition, with sites, furniture, &c., valued at \$193,050 (1 built during the year at a cost of \$4,278). The length of the school year was 37½ weeks for city and 34½ for rural schools, an injustice to the latter which the superintendent desires to see righted. The ungraded city school has been abandoned, an evening school meeting much better the wants of the class of pupils for whom it was intended. The normal practice school, which has been well conducted for several years, was very successful in 1881, a class of 8 young ladies, with nearly two hundred children, being in attendance.

A teachers' library of professional books has been established from a donation of \$50 and 50 volumes. The teachers' reports to the superintendent show the year to have been one of generally fair success.—(State and city reports and return, 1881.)

Portland reported to the State superintendent 16 school buildings in good condition, 1 erected during the year at a cost of \$20,000; entire school property valued at \$350,000; and a school year of 36½ weeks.—(State report, 1881.)

Rockland reports but 4 out of 11 school-houses in good condition, all valued at \$50,000; 1 high school, 4 grammar, and 19 primary schools, with about seventeen hundred sittings, in charge of 30 teachers, 2 of them graduates of normal schools.—(State report and city return, 1881.)

TRAINING OF TEACHERS.

STATE NORMAL AND TRAINING SCHOOLS.

The 3 State normal schools, at Castine, Farmington, and Gorham, reported for 1880-'81 an attendance of 151 male and 261 female students, of whom 97 graduated and 83 engaged in teaching. They have all adopted a 2 years' course of study, and Farmington has added a graduate course of 1 year, from which a class of 5 graduated at the close of the spring term.

The Madawaska Training School, in its two sessions of 20 weeks each at Fort Kent and Van Buren, had an attendance of 113, an increase of 17. A regular course of study was established, and 6 students were prepared to graduate in June, 1881. Of this class 4 were French, who learned to speak English fluently while in the school.

The normal departments at Vassalboro' and Pittsfield have been in successful operation during the year, with an attendance of 92 in the former and 46 in the latter. At Pittsfield 4 were graduated. Of the 92 at Vassalboro' 33 were teaching at the close of 1881.

OTHER NORMAL TRAINING.

The normal training and practice class at Portland had 8 graduates, all of whom engaged in teaching. A similar school at Lewiston graduated 8, of whom 4 became teachers.

TEACHERS' INSTITUTES.

By a resolution of the legislature the sum of \$800 was appropriated for 1881 and a like sum for 1882 to enable the State superintendent to hold teachers' meetings, one or more in each county, during the year. They were to differ from former institutes in that they were to be conducted wholly by resident educators, to continue but 2 days each, and nothing was to be paid for the services of those conducting them—a provision likely to be fatal.

The first meeting, which was successful in both attendance and interest, was at West Waterville in April, and an association was there formed under the new plan. In October and November, 21 meetings were held, bringing into the work over 1,100 actual teachers and a considerable number of prospective ones. The work, while varied in form, was made practically uniform in substance, and has been satisfactory in its results. Twelve new teachers' associations, in addition to 6 previously organized, owe their origin to these meetings.

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

Free high schools have been supported in 101 towns, an increase of 15 over the previous year, at a total expense of \$69,469, the State paying only \$16,910. There were registered 7,792 pupils, with an average daily attendance of 5,592. The enrolment included 595 persons engaged in teaching, being an increase of 210 such over the preceding year, which seems to indicate both a disposition on the part of teachers to improve their qualifications and a demand for better qualified teachers in the common schools.—(State report, 1881.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools devoted to preparing students for college, see Tables IV, VI, and VII of the appendix, and for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The institutions of this class in the State, excluding the State Agricultural College, continued to be 3 in number in 1880-'81.

Bowdoin College, Brunswick (Trinity Congregational), chartered in 1794, reports 14 professors and instructors and 146 students; one regular course, which gives liberal place to scientific studies and after the second year affords a wide range of electives, among which modern languages hold a prominent place. It has special departments of medicine, engineering, and military science. Facilities are also afforded students who desire to pursue graduate study. During the year ending July 1, 1881, gifts and bequests to the amount of \$100,500 were received; also numerous additions to the library and art gallery.

Colby University, Waterville (Baptist), reports a faculty of 9 members, with 149 students, a small number being young women. A slight change in the regular course of study was made by the establishment of a department of history. Three preparatory schools are controlled by the college.

Bates College, Lewiston (Free Will Baptist), organized in 1857, reports a faculty of 7 resident and 2 non-resident professors; 112 male and 15 female students; a library of 5,771 volumes, which is increased yearly by a fund devoted to the purpose; and a gift of \$1,000. A theological school and preparatory school of Latin are under the control of the college.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Maine State College of Agriculture and the Mechanic Arts, Orono, organized in 1868 and open to students of both sexes, offers 5 courses of instruction of 4 years each. They are essentially the same for the first 2 years, thus furnishing a necessary basis for the more technical studies and practical instruction of the ensuing years. The return gives 3 students in a graduate course, 4 in a partial course, and 95 males and 8 females in the regular courses. Heretofore tuition has been free. Since August, 1881, a charge of \$30 a year is made.—(Return and catalogue, 1881.)

PROFESSIONAL.

Theology.—The Bangor Theological Seminary (Congregational), established in 1816, has sent out 600 graduates and instructed, without graduation, 160 more. A 3 years' course of study, 5 professors, 25 students, and 10 graduates are reported for 1880-'81. A theological school connected with Bates College, Lewiston (Baptist), reports a 3 years' course, 6 professors, 17 students, and 6 graduates. Theological students are admitted free to all scientific and other public lectures of the college. Both schools require a preliminary examination of candidates for admission who are not college graduates.—Catalogue and return, 1881.)

No law school reports for 1881.

Medicine.—The Medical School of Maine, under control of Bowdoin College, Brunswick, reports a medical faculty of 14 members and a corps of 103 students in 1880-'81. The requirements, as before, are 3 years of study, attendance on 2 lecture courses of only 16 weeks each, a thesis, and the passage of an examination on all the studies of the course. This examination may be either full and final at the close or may be made at the conclusion of each lecture course on the subjects of that course.

The Portland School for Medical Instruction, Portland, which is a high grade preparatory, not a graduating, school, reports 9 professors and 18 students. The physicians and surgeons of the Maine General Hospital at Portland, being members of the faculty, offer ample opportunity for clinical study of medical and surgical cases, allowing students to accompany them in their daily visits to the hospital.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

The Portland School for the Deaf, under control of the city school board, reports 4 teachers and 26 pupils. The articulation method is successfully used in teaching the ordinary branches of a public school. The State permits parents to send their deaf children either to this school or to the American Asylum at Hartford, at the expense of the State.—(Return and city report, 1879.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Maine State Reform School*, Cape Elizabeth, sends no information for 1881.

The *Maine Industrial School for Girls*, Hallowell, reports the last year as one of prosperity. The girls have attended faithfully to their duties in school and work rooms, and the numbers have been equal to the capacity of the building. Clothing has been made for 60 girls and 150 pairs of stockings have been knit, the yarn being prepared by the girls.—(Annual report, 1881.)

EDUCATIONAL CONVENTIONS.

MAINE PEDAGOGICAL SOCIETY.

The Maine Pedagogical Society held its first annual meeting at Augusta, October 13-15, and was considered the most notable educational meeting ever held in the State. Representatives of all ranks of educational workers were in attendance. Among the topics discussed were "The nature and limits of government in colleges, seminaries, and public schools," "Value of honors and prizes," "Courses of study and daily programmes of work in rural schools," "Moral education," "Minimum length of schools," "Text books," &c. Important work was planned for the future: committees were appointed to investigate the whole subject of instruction in its several departments and instructed to report on the amount of work to be done in each in schools of different grades, on the character of text books, on methods to be pursued, &c. This society proposes to publish annually a volume containing the most valuable papers and reports presented during the year and a digest of the discussions thereon.—(State school report, 1881.)

STATE EDUCATIONAL ASSOCIATION.

The Maine State Educational Association held its fifteenth annual session at Biddeford December 29-31. The State superintendent of public instruction made a report on the progress in educational matters during the year. The teaching of temperance in the schools was discussed, and a resolution was adopted favoring the use of free text books. Lewiston, Portland, and some other cities were said to have already introduced the "Temperance Book." The frequent change of teachers as a hindrance to progress was referred to. An excellent paper entitled "Style in teaching" was read by Superintendent Thomas Tash, of Portland, and discussed by Mr. W. E. Sheldon, editor of the *Primary Teacher*, Boston. "Is there work for two educational associations in Maine?" was ably discussed; and it having been decided that one vigorous association could best secure the highest good, it was resolved that the records, funds, &c., of the State associ-

ation be passed over to the Maine Pedagogical Society and no further meeting of this society be hereafter called. A paper "What is practical education?" prepared by Mr. F. E. C. Robbins, of Deering, and in his absence read by his wife, was discussed by C. C. Rounds and others. The question "What sciences shall we teach in high schools, and how shall we teach them?" was presented by Mr. C. W. Fenn, of Gorham, and enthusiastically discussed by Superintendent Thomas Tash, of Portland, Miss Estelle Morris, of Farmington, and others. After the reading and discussion of some appropriate resolutions the association adjourned sine die.—(Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Term, February 6, 1890, to January, 1893.]

MARYLAND.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20) ^a		5330, 590		
Attending public schools.....	162, 431	158, 909		3, 522
Number of these colored.....	28, 221	24, 928		3, 293
Highest attendance in one term.....	132, 672	126, 907		5, 765
Average daily attendance.....	85, 778	79, 739		6, 039
Average daily attendance of colored.....	12, 828	11, 661		1, 167
SCHOOLS.				
Public schools reported.....	2, 044	2, 039		5
Number of these for colored youth.....	399	394		5
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1, 330	1, 319		11
Women teaching in these schools.....	1, 795	1, 861	66	
Whole number employed.....	3, 125	3, 180	55	
Number in schools for colored youth.....	508	494		14
Average monthly pay of teachers.....	\$41 06			
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools.....	\$1, 483, 862	\$1, 608, 274	\$124, 412	
Whole expenditure for them.....	1, 544, 367	1, 604, 581	60, 214	
STATE SCHOOL FUND.				
Amount of permanent fund reported.....	\$906, 229			

^aThis is the age for distribution of school funds; for free attendance, it is 6-21, for whites and 5-20 for colored.

^bEstimated by the Bureau.

(From reports of Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated, with return from him for 1879-'80.)

STATE SCHOOL SYSTEM.

OFFICERS.

Educational matters affecting the whole State are intrusted to a State board of education composed of the governor, 4 persons selected by him from the presidents and ex-presidents of the county boards, and the principal of the State Normal School (for whites), who is ex officio secretary of the board and superintendent of public instruction. Educational matters affecting counties are under the charge of county school commissioners (3 for ordinary counties, 5 for such as have more than 100 schools); these commissioners are appointed for 2 years' terms by the judges of the circuit courts, and themselves appoint a person not of their number to serve as their secretary, treasurer, and examiner. Educational matters affecting districts into which counties may be divided are given into the hands of 3 persons in each district, selected by the county school commissioners annually. Baltimore City has a special board, for which see City School System, further on.

OTHER FEATURES OF THE SYSTEM.

The moneys apportioned to the State free schools for whites come from the interest on a school fund of over \$900,000, from a State tax of 1 mill on \$1 annually levied, and from

the product of certain fines, licenses, and intestate estates. The apportionment is based on the number of white youth in each county and in the city of Baltimore from 5 to 20 years of age, as determined by the last United States census. If this prove insufficient to sustain the schools for the legal period, an additional county tax not to exceed 1 mill on \$1 may be levied. The schools for colored youth get the product of the State school tax on colored people, and since 1874 have received \$100,000 annually additional from State funds. The income is distributed on the same basis as the above. Schools for colored children 6-20 years of age are by law to be opened by the county commissioners in each election district under the direction of a special board of school trustees appointed by the commissioners; and if they have an average attendance of not less than 15 scholars they are to be taught as long as the other public schools of the county, subject to the same rules as those for whites, and with instruction in the same branches. These branches include all ordinary school studies, classified under the rules of the State board in 6 grades, and may reach up into high school or academic grades. Teachers' institutes and a State normal school afford to the candidates for positions as instructors in the schools for whites the means of scientific preparation for such work; and, where still higher preparation has been called for, the State, up to 1881 at least, has provided for it by allowances to certain colleges. To insure fair preparation in teachers for colored schools, a normal school for colored persons has been long aided by the State, and no teacher, white or colored, may be employed in the free schools without a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education, unless a diploma from the Normal School shall be presented showing that the candidate has graduated there. After employment reports must be made quarterly, according to law, before pay can be claimed for services. The boards of county school commissioners determine and may purchase the text books for use in the county schools. These must contain nothing sectarian or partisan.

GENERAL CONDITION.

The statistics for 1880-'81, as compared with 1879-'80, show a decrease of 3,522 in enrolment, of 6,039 in average attendance, and of 3,293 in enrolment of colored pupils. There were 5 fewer colored schools. In male teachers there was a loss of 11, while in females there was a gain of 66, a net gain of 55. In the teachers of colored schools there was a falling off of 14. Receipts for public schools were greater by \$124,412 and expenditures by \$60,214. The main difficulty in the way of improvement is the inadequacy of the school revenues. In 14 counties the schools were taught less than 10 months, and 900 teachers were thrown out of employment, whose services could have been secured for the full school year by a small addition to their salaries. The census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. It is only since 1872 that, with an annual appropriation of \$50,000, increased in 1874 to \$100,000, schools have been opened for colored children where rooms could be obtained, only a few good houses having been built. "Much," says the superintendent, "has yet to be done before this army of illiterates is driven entirely off the field. Nothing can be done without more money, and the people of Maryland, however willing, do not feel able to increase their taxes."—(State report.)

KINDERGÄRTEN.

For information in regard to these schools reporting in 1880-'81, see Table V of the appendix.

CITY SCHOOL SYSTEM OF BALTIMORE.

OFFICERS.

The public schools of the city of Baltimore are under the control of a board of school commissioners of 20 members, 1 from each city ward, appointed by the city council for 4 years, 5 going out each year. The board elects annually a secretary, also a superintendent and assistant superintendent of schools, each to serve 4 years.

STATISTICS.

The population ascertained by the United States census of 1880 was 332,313; youth of school age reported in 1881, 86,961; number enrolled, 47,048; average daily attendance, 29,424; number of teachers, 824; expenditure for school purposes, \$681,921.

ADDITIONAL PARTICULARS.

Baltimore reported in 1881, as under the care of the board, the Baltimore City College (which serves partly as a high school for boys), 2 female high schools, 39 grammar, 59 primary, 5 public (formerly English-German), and 14 colored schools, 120 in all; and 824 teachers employed, of whom 84 were men and 740 women: 13 in the Baltimore City

College, 22 in the 2 high schools, 264 in the grammar, 81 in the public, 346 in the primary, and 90 in the colored schools, besides 4 teachers of music and 4 of drawing. There were 543 pupils in the Baltimore City College November 20, and 818 within the year. Of the other white pupils there were 1,215 in the two girls' high schools within the year, 15,479 in the grammar, 4,334 in the public, and 22,979 in the primary schools. Of colored pupils there were 6,303, 618 of these being in the colored grammar and 5,685 in the colored schools of lower grades. The total number of different pupils during the year was 47,048, an increase over the preceding year of 333. The schools occupied 65 buildings, 59 of which were owned by the city; 3 were used by high schools, 14 by grammar, 25 by primary, 4 by public, 6 by grammar and primary schools jointly, 1 by colored grammar, and 6 by colored primary schools. All were valued, with grounds, furniture, and apparatus, at \$1,730,000.

On the whole, the work of the schools during 1880-'81 was regarded as satisfactory; the board and superintendent had the coöperation of the city authorities and the public; 2 new buildings were erected and old ones repaired, furnishing facilities where most needed; attendance was increased; teachers worked with zeal and fidelity, and the standard of free education was advanced. The Baltimore City College, in its 5 years' course, continued to prepare its students for Johns Hopkins University. The high schools for girls, under a reduction of their studies, increased in the number, health, and efficiency of their pupils, and continue to enjoy the confidence and support of the people. The addition of a sixth grade to the grammar schools proved highly beneficial. Special attention was given to the grammar and primary schools. In the public schools (German-English), while the teachers of German had acquired greater proficiency in their work, the discipline and scholarship were satisfactory, and the applicants for admission exceeded the accommodations. The colored schools were well sustained, under faithful and competent teachers. Several pupils in the grammar school completed the course and received appointments in the colored schools in the counties. The 5 evening schools reported in 1879-'80 as closed for want of attendance were not reopened at date of last report; nor was the Saturday normal class, which was suspended last year with a view to reorganization on a new basis.—(City report.)

The census of 1880 returns 28,433 persons over 10 years of age unable to write in the city of Baltimore, which is 33 per cent. of its school population and equal to 54 per cent. of its school enrolment.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The members of the State board of education are ex officio trustees of the State Normal School at Baltimore. The school, organized in 1866, received \$10,000 in 1880-'81 from the State, that being \$37.90 per capita of the enrolment. There were for the year 14 instructors, 264 students, and 37 graduates, 25 of whom were teaching. Its course of study covered 3 years, including a model school; drawing and vocal and instrumental music enter into the course. Its certificates admit to teach in the State or city without examination. In its students every county was represented, every seat was filled, and every graduate found immediate employment; of the 824 teachers in the State, 424 were trained in normal schools.—(State report and return.)

OTHER NORMAL SCHOOLS.

The Baltimore Normal School for the Education of Colored Teachers, organized in 1862, received, in 1880-'81, \$2,000 from the State, and had 6 instructors, 145 students (22 of them normal), a 4 years' course of study (including map drawing, vocal music, and primary classes in a model school), and charged a tuition fee of \$10 a year. Its library contained 1,010 volumes, increased by 190 during the year. The number of students was larger than in the previous year, and the school enjoyed the confidence of the colored people.—(Return and State report.)

The Normal Kindergarten Training School, under Anna W. Barnard, reported in 1879-'80, does not appear in reports for 1880-'81.

A training class for Kindergartners is reported in connection with the New Education School and Kindergarten in Baltimore, by the Misses French and Randolph, and another in connection with the female department of New Windsor College, New Windsor, under Mrs. J. I. B. Woodruff. The same college announced for 1880-'81 instruction in didactics, with practical training in normal methods.—(Circulars.)

TEACHERS' INSTITUTES.

The report of the board of education gives little information in regard to institute work for 1880-'81. The law requires one to be held in each county for 5 days every year under the county examiner, but the only reports are from the superintendent of Kent

County, where a teachers' institute was conducted by the principal of the State Normal School and gave much useful information, and from the superintendent of Talbot County, who states that one was held at Oxford, at which every teacher but one was present, and also that one was opened for colored teachers and held 5 days.—(State report.)

The Cumberland Teachers' Institute, a summer normal school for the teachers of Allegany County and the city of Cumberland, appears to have held its usual session, as \$100 were paid teachers for it; but no account of its work or attendance is given.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the report of the State board of education for 1880-'81 high schools are not mentioned; yet their presence in most of the counties is indicated by the number of public school pupils reported as pursuing studies of a high school grade, as follows: In book-keeping, 1,407; algebra, 2,532; philosophy, 2,361; drawing, 1,707; geometry, 1,152; physiology, 1,928; Latin, 616; Greek, French, German, and music, 199.

In the 3 high schools in Baltimore there was a total attendance of 2,033, an increase of 627 over the previous year, and 35 teachers. A reduction of studies in the girls' high schools was beneficial; and it was hoped the same relief from too many studies would soon be given to the City College.—(City and State reports.)

OTHER SECONDARY SCHOOLS.

Sixteen academies and academic schools (including the Maryland School for Deaf and Dumb), reported in 11 counties in 1880-'81, received from the State school fund \$35,826 and reported 42 teachers and 889 students, of whom 29 were studying Greek; 169, Latin; 29, French; 16, German; 185, algebra; 86, geometry; 16, trigonometry; 122, natural philosophy; 27, chemistry; 77, physiology; 14, botany; 4, logic; 36, rhetoric; and 70, English literature, all pupils in these studies being in the schools outside of that for the deaf and dumb.

For full statistics of these and other academic schools reporting, also business colleges and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the same, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Johns Hopkins University, Baltimore, receives various classes of students and provides courses of study adapted to different vocations and special needs of individuals, classifying them as collegiate and university students. For the collegiate a rigid and high standard of matriculation is maintained, and instead of one curriculum which all are required to follow different combinations are offered; from these the student may choose, each combination being so arranged that at graduation every student will have been trained in advanced mathematics and a branch of science, Latin, German, French, and English, with some branches of historical and philosophical investigation; when he has passed the stated examinations, the degree of A. B. is conferred.

University students are graduates of institutions of acknowledged standing who desire to prosecute advanced courses of literary and scientific work. To these the utmost facilities are accorded. They may be enrolled as candidates for the degree of PH. D.; and for their encouragement 20 competitive fellowships, with a salary of \$500 each and free tuition, are annually awarded; and as an additional inducement 10 graduate scholarships were bestowed during the year. Besides these there are 20 "Hopkins scholarships," giving free tuition to young men of promise who need aid. These were distributed among students from Maryland, the District of Columbia, Virginia, and North Carolina.

A course of studies has been arranged preliminary to a medical course; the students are classed as non-matriculantes. Certain privileges have been extended to teachers following special courses, to medical students attending demonstrations in physiology, and to others admitted to the lectures in Hopkins Hall, but none of the above are enrolled as students. There were in 1880-'81 176 enrolled students, 102 of whom were graduates or university students, including 20 fellows, 37 matriculates or collegiate students, and 37 non-matriculantes, with 39 on the academic staff.

Other institutions of this collegiate class reported for 1881 are St. John's College, Annapolis; Baltimore City College, Baltimore; Washington College, Chestertown; Frederick College, Frederick; and New Windsor College, New Windsor (all non-sectarian); with Loyola College, Baltimore; Rock Hill and St. Charles Colleges, Ellicott City; Mount St. Mary's College, Emmitsburg (Roman Catholic); and Western Maryland College, Westminster (Methodist Protestant). New Windsor comes now for the first time among the colleges, having previously presented itself as academic. All the 10 show arrangements

for instruction in studies preparatory to true collegiate work, and all present courses of classical collegiate study substantially of 3 or 4 years' duration, except Frederick College, which indicates thorough work, but does not state clearly the time given to it. Only Rock Hill College presents a special scientific course, separate from the classical after the sophomore year; but St. John's, Baltimore City College, Frederick, and New Windsor appear also to give a fair proportion of scientific studies. St. John's had a graduate course of 2 years preparatory to the degree of A. M.; Washington, a special or partial course for such as were not able to take a full one; New Windsor, arrangements for moral training; and Loyola, Rock Hill, Mount St. Mary's, and New Windsor, commercial courses, that at Loyola covering 4 years, that at Rock Hill 2 years. New Windsor and Western Maryland Colleges receive young women as well as young men, but train them in separate departments and in shorter courses.—(Catalogues and returns.)

Under a law of 1872 St. John's, Washington, Frederick, and Western Maryland Colleges have received annual donations from the State, which in 1880-'81 amounted to \$21,800. In return these colleges issue free scholarships, good for 4 years, to students selected by the county boards after competitive examinations, the holders being pledged to complete the full course of the college which they enter and to teach in the public schools of the State at least 2 years after graduation. In its report for 1880-'81 the State board questions the wisdom of continuing these donations, and proposes the appointment by the legislature of a commission to examine the subject in all its bearings.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information respecting the 4 or 5 schools for the higher education of women reported for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

Music, drawing, painting, French, and German studies seem to enter into the courses of all. Baltimore Female College and Lutherville College report apparatus and other means for illustrating study, and the same 2, with Frederick Female Seminary, undertake to instruct in Latin and Greek, of which the others make no mention.—(Catalogues and returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The 3 schools for higher scientific training in this State are the Maryland Agricultural and Mechanical College, College Hill; Johns Hopkins University, Baltimore; and United States Naval Academy, Annapolis.

The *Maryland Agricultural and Mechanical College* reported for 1880-'81 a faculty of 7 professors and 55 students, and continued to offer instruction in 7 departments of study, each course covering 4 years. The facilities in the agricultural department are a farm of 286 acres, scientifically managed, vegetable, fruit, and flower gardens, with various cabinets, and a well arranged laboratory for chemical analysis. Instruction in military tactics is in the regular course. The degrees conferred are A. B., B. S., A. M., and bachelor of agricultural science, this last conferred on students passing satisfactorily the course in agriculture.

In the *United States Naval Academy* the students are classed as cadet midshipmen and cadet engineers. In 1880-'81 there were 221 of the former and 104 of the latter. The training includes in the range of studies the higher mathematics, physics, astronomy, chemistry, mechanics, navigation, surveying, seamanship, gunnery, ordnance, drawing, modern languages, and such other branches as complete a literary and naval education. This course, which covers 4 years, is followed by 2 years at sea. The number of cadet midshipmen allowed is 1 for every Member and Delegate of the United States House of Representatives, 1 for the District of Columbia, and 10 appointed at large.

Johns Hopkins University offers to graduate students large facilities for the most advanced scientific studies, while to undergraduates it affords the scientific studies usual in collegiate courses. Students have the benefit of 3 scientific laboratories fully equipped for work in chemistry, physics, and biology, a branch of the last being worked in summer at the seaside. The university library contains 10,000 volumes, and 6 other libraries in the city, containing 156,000 volumes, are readily accessible to the students. University professors are free to give personal counsel and instruction, books and instruments for advanced work are provided, and instruction is imparted through such methods as will encourage students to become independent and original investigators. By the abandonment of the class system, students who have had early advantages, with uncommon talent and good health, can push forward as rapidly as they please. Four associations, composed of the instructors and advanced students, have met monthly for the presentation of scientific and literary papers. A naturalist field club made weekly excursions during the spring and autumn and held regular meetings for the reading and discussion of papers.—(Register for 1880-'81.)

PROFESSIONAL.

Theological instruction continued to be given under Roman Catholic auspices in the following 4 institutions of the archdiocese of Baltimore: Theological Seminary of St. Sulpice and St. Mary's, Baltimore; ecclesiastical department of Mount St. Mary's, Emmitsburg; Scholasticate of the Congregation of the Most Holy Redeemer, Ilchester; Philosophical and Theological House of Studies of Woodstock College, Woodstock; and under Methodist Episcopal auspices in the Centenary Biblical Institute, Baltimore, which is for the training of young colored men. In the former there was instruction in dogmatic and moral theology, canon law, church history, sacred eloquence, liturgic ceremonies, Gregorian chants, &c. In the latter the training was necessarily more rudimentary and less complete. In the first 4 mentioned 304 students were reported, in courses of 4 to 7 years in length, under 27 instructors; in the last, 30 counted as theological, in a course that covered 2 preparatory years, 4 normal, and 3 theological, under 4 instructors.—(Reports and returns.)

Legal.—The Law School of the University of Maryland offers a course of 2 years of 34 weeks each, requires an examination for admission, and confers the degree of bachelor of laws on those who attain 75 per cent. in examinations and submit satisfactory theses. Of the 60 students enrolled in 1880-'81, 33 graduated and 30 had received degrees in letters or science.—(Return and catalogue.)

Medical.—The School of Medicine of the University of Maryland and the College of Physicians and Surgeons, both at Baltimore, were in 1880-'81 the "regular" medical schools in the State, each presenting the usual 3 years of study and 2 of lectures,¹ each offering and recommending a 3 years' graded course, but not requiring it. The former enrolled 191 students, under 24 instructors, and graduated 73; the latter, organized in 1872, had 12 instructors, 360 students, and graduated 153.²—(Returns and catalogues.)

Dental.—The Baltimore College of Dental Surgery, organized in 1839, claims to have been the first institution of its kind in the world. During its history of 41 years, up to 1880-'81, 1,817 students had attended its annual sessions, and 1,085 had graduated. It presents a course covering 2 years of 22 weeks each, embracing the principles and practice of dental science and surgery, anatomy, physiology and pathology, therapeutics and materia medica, chemistry, dental mechanism, metallurgy, and infirmary practice. In 1880-'81 there were 11 instructors, 93 students, and 53 graduates. A new college built during the year is said to be the finest and best equipped building in the world devoted exclusively to dental instruction. The college extends relief to more than 2,000 charity patients every year. The session of 1880-'81 is reported as the most prosperous in the history of the college.—(Catalogue and return.)

Pharmacy.—The Maryland College of Pharmacy, Baltimore, continued in 1880-'81 to require for graduation a thesis, attendance on 2 courses of lectures of 5 months each, with a course of analytical instruction and an apprenticeship of 4 years in the business.

For full statistics of professional schools reporting, see Tables XI, XII, and XIII of the appendix; for summaries of these statistics, corresponding tables in report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Maryland School for the Deaf and Dumb*, Frederick City, reported for 1881 an attendance of 90 pupils, of whom 52 were males and 38 females, under 10 experienced teachers; four to six years was the average time spent in the institution; and 248 deaf-mutes have been trained during the 14 years of its existence; 3 of its graduates are teaching in similar institutions. Such students as give promise of benefit from training in voice and lip culture are placed under the daily instruction of a special teacher. The common English branches, and in special cases the advanced studies, are taught, including drawing. The girls are instructed in sewing and housework; while the boys are trained in the cabinet, shoeshops, and printing office.—(Catalogue and return.)

The *School for Colored Deaf and Dumb*, Baltimore, was reported for the same year to be well established and thorough. It had 20 pupils under 10 instructors.—(Catalogue.)

F. Knapp's Institute, Baltimore, a school for deaf and dumb opened in 1876, sends no report for 1880-'81.

EDUCATION OF THE BLIND.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, reported for 1880-'81 the employment of 10 instructors, with 7 blind employes and workmen, and the attendance of 60 inmates; it has admitted 252 pupils since its foundation in 1853. In the school the primary, intermediate, and higher English branches were taught, and special

¹ These lecture courses are of 5 months each.

² As this passes through the press, news comes of another medical college for women, taught by some of the same professors as the other two, which is to begin its sessions in October, 1882.

instruction in vocal and instrumental music and piano tuning was given. In the industries the pupils were taught broom and mattress making, chair caning, sewing, and housework. There were 562 volumes in the library; school property was valued at \$339,400. (Return.)

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, established in 1872, sends no report for 1880-'81.

INDUSTRIAL AND REFORMATORY TRAINING.

The *McDonogh Institute*, Owing's Mills, connects farm and garden work with its instruction of poor boys of good character and fair capacity from the city of Baltimore. The school, organized under the will and from a bequest of the late John McDonogh, of New Orleans, a native of Baltimore, was established to educate in a farm school near Baltimore such boys as needed the advantages of education in connection with healthful industries and pure country air. The training given is meant, like that at Girard College, Philadelphia, to fit the subjects of it to fill respectable positions in almost any ordinary business. In 1880-'81 there were 50 boys under a principal, 3 instructors, and a matron. — (Report of trustees.)

St. Mary's Industrial School for Boys, Baltimore, established in 1866 as a reformatory institution, had, in 1880-'81, 544 boys, 3 of whom were apprenticed, 88 returned to their parents or guardians, and 7 sent to St. James Home. Since its opening, 1,592 inmates had been taught some useful trade, receiving a sensible education and proper moral instruction. The industries taught were printing, shoemaking, tailoring, carpentry, and blacksmith work, besides gardening, farming, baking, laundry, and general work of the house. Hundreds of the boys were earning a respectable living, filling positions of trust, and by their blameless character were an honor to their alma mater.

The St. James Home, an annex to the above, opened in 1878, receives homeless boys, and during the 3 years of its work had furnished homes for 156. The inmates pay a certain pro rata of their earnings, and the balance is deposited to their credit in a bank. During the year their wages amounted to \$3,258. — (Annual report.)

INSTRUCTION IN ART.

The Schools of Design of the Maryland Institute, Baltimore, are twofold: (1) The classes in mechanical and free hand drawing meet only at night and are open only to males. Since the reorganization of the school, with increased and improved material, the classes have been fully attended and the progress of the pupils marked. The teaching in this school is especially adapted to the needs of workers in the industrial arts. (2) The day schools, open to both sexes, are for the teaching of high art, so called in distinction from work in drawing given in the night schools. For 1880-'81 these schools were reported as having a very large number of students and having done excellent work. A large number of casts had been added to the apparatus, and classes formed in almost every department of art study. — (State report.)

EDUCATIONAL CONVENTION.

ASSOCIATION OF PUBLIC SCHOOL COMMISSIONERS.

The public school commissioners held their regular annual meeting November 29 and 30, 1881, representing 19 counties and the city of Baltimore. After a free discussion of the school affairs of the State, resolutions were adopted recommending that the whole proceeds of the public school tax of 10 cents on the \$100 be given, as formerly, to the support of the white schools, and that an appropriation from the general treasury of not less than \$100,000 be made, as formerly, for the colored schools; and as it had been found impracticable to establish a high school in every county, as contemplated in the State school system, the county boards should arrange with the academies and private schools endowed by the State to receive such youth as desire a higher grade of instruction than can be had in the existing public schools. — (State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Seventh term, January, 1880, to January, 1882.]

MASSACHUSETTS.

SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-15).....	307,321	312,680	5,359	-----
Total public school enrolment.....	306,777	325,239	18,462	-----
Number over 15 enrolled.....	25,020	24,344	-----	-----
Average daily attendance.....	233,127	233,108	-----	-----
Average number belonging.....	261,247	262,031	784	-----
Per cent. of attendance on average membership.....	89	89	-----	-----
Number attending evening schools.....	10,360	10,294	-----	-----
Average attendance in evening schools.....	4,503	4,765	262	-----
Attendance in high schools.....	18,758	18,900	142	-----
Attendance in charitable and reformatory schools.....	1,081	945	-----	-----
In academies and private schools..	26,289	25,911	-----	-----
SCHOOLS.				
Number of public schools.....	5,570	6,001	431	-----
Average term, in days.....	177	178	1	-----
Number of evening schools.....	116	97	-----	-----
Number of high schools.....	215	215	-----	-----
Charitable and reformatory schools.....	17	15	-----	-----
Academies and private schools.....	423	417	-----	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1,133	1,134	1	-----
Women teaching in public schools.....	7,462	7,727	265	-----
Total number of teachers.....	8,595	8,861	266	-----
Average monthly pay of men.....	\$67 54	\$85 54	\$18 00	-----
Average monthly pay of women.....	30 59	38 49	7 90	-----
Teachers in high schools.....	494	595	101	-----
Teachers in evening schools.....	389	408	19	-----
In charitable and reform schools.....	21	23	2	-----
INCOME AND EXPENDITURE.				
Receipts for public schools.....	a\$4,622,609	a\$4,851,567	\$228,958	-----
Expenditure for public schools.....	b5,156,731	b5,776,542	619,811	-----
STATE SCHOOL FUND.				
Amount of school fund.....	\$2,086,886	\$2,086,886	-----	-----
Income of school fund.....	138,016	138,775	\$759	-----

a Some items are evidently not included.

b Besides appropriations to charitable and reformatory schools.

(From reports of the State board of education and of its secretary for the 2 years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education, one of its members a woman, has general charge of public school affairs; its executive officer is a secretary, who acts as State school superintendent and has agents to assist him in visiting the schools. There is also a State director of art education, who has supervision of drawing in the public schools of cities with 10,000 or more inhabitants. Town school officers are committees of 3 members or some multiple of 3, elected by the people for 3 years; but in the few towns that had not abolished the district system in 1880-'81 there was a prudential committee of 1 for each district.¹ Cities and towns may by vote require their school committees to appoint superintendents of public schools.

No person is ineligible to serve on school committees by reason of sex; and it appears from the returns in 1881 that 98 women were serving on the school boards of 72 towns.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by local taxation and by the income of the Stateschool fund, one-half of which is for general educational purposes, the remainder for specific appropriations. Towns and cities cannot in any year receive their share of State funds unless they have raised a school tax of at least \$3 for each child therein 5 to 15 years of age, provided and taught for 6 months sufficient schools for all children of that age, and made provision for the enforcement of the truancy laws. If the inhabitants number over 10,000, free schools (either day or evening) must also have been provided for the instruction of youth over 15 in industrial or mechanical drawing; and in towns containing 500 families a high school must have been established. Towns that fail to provide for the support of schools as required, not only lose their share of State funds, but also forfeit a sum equal to twice the highest amount they have ever voted for school purposes. Towns neglecting to elect school committees forfeit from \$500 to \$1,000. The city council of any town may establish one or more industrial schools and raise and appropriate the money necessary to make them efficient, and any town may establish additional day or evening schools for persons over 12. The system also comprises normal schools (including a normal artschool), teachers' institutes, a State agricultural college, truant and reform schools, and schools for the deaf and dumb, the blind, and the feeble-minded. Teachers must have certificates of qualification from school committees, and cannot receive pay unless they have made due report of school statistics. Committees must report annually to the secretary of the board.

To secure for all youth in the State some measure of education, the law, since 1876, has forbidden the employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment, as well as the employment, while the public schools are in session, of any child under 14 years of age who cannot read and write, unless he has attended some school at least twenty weeks of the preceding school year; while since 1878 no child under 14 who cannot read and write may be employed during the public school sessions.

No discrimination is to be made in the schools as to race, color, or religious opinions. The Bible is to be read in them without note or comment, but no child may be made to read it in a version of which the parent or guardian disapproves. School committees choose the text books to be used and prescribe the courses of study to be pursued.

GENERAL CONDITION.

The statistics show that with only 5,359 more of legal school age enumerated there was an increase of above 18,000 in the number of pupils enrolled in public schools. The enrolment exceeded the number of children of school age 5 to 15, from the fact that some who were under and many who were over the legal age attended. The average membership was slightly greater than during the previous year, though not enough to change perceptibly the percentage of attendance based on it. In evening schools there was a greater average attendance, although the total number enrolled was slightly less. The number of public schools increased in fair proportion to that of the children needing them, and the average term increased one day. More teachers were employed by 266, all but one of these being women. The average monthly pay of men was increased by \$18; that of women, by \$7.90; and the total public school expenditure, by \$619,811. The same number of public high schools were taught, but more pupils attended them and more teachers were employed in them. Fewer academies, private schools, and charitable institutions were reported, with fewer teachers and pupils.

Among other evidences of popular interest in the schools noted in the report are the

¹Information has come that in 1882-'83 the district system is to be superseded by the town system in all cases.

amount of money raised for their support (which in 1890-'81 allowed \$18.47 for every child of legal school age), the large percentage of children attending, and the interest taken by public school teachers in preparing themselves for their work by study in normal schools and attendance on institutes and teachers' associations. Institutes greatly multiplied, and exercised a marked influence in improving public school attendance and courses of study. The school committee associations, new organizations that have sprung up within 4 years, and of which there were 9 in 1880, had been especially influential. Courses of study have been marked out by them, the public mind has been awakened to the importance of securing a better attendance, and through their influence a county truant school was established, which it is hoped will soon lead to the establishment of others. They have considered the necessity of securing trained teachers and of adapting methods of teaching to the minds of pupils, and have resolved to furnish the schools with more adequate means of teaching and study. They have approved of reducing the schools in the towns to the smallest number consistent with efficiency, and unanimously resolved in favor of placing over all the public schools of the Commonwealth an educated superintendence.

The necessity for additional supervision was demonstrated anew by the results of examinations into the condition of schools in Bristol and Franklin Counties. The two agents of the board, Mr. E. A. Hubbard and Mr. George A. Walton, conducted these examinations in accordance with a plan agreed upon, embracing everything affecting the character and condition of the schools. The conclusion drawn from them and from examinations made of schools in Norfolk County the year before was that there was an imperative demand for an addition to the school forces which shall have for its province a systematic and constant direction of all school affairs. This want has been met in certain portions of the State by a union of two or more towns into one district for the purpose of employing a superintendent, a school law of 1870 having authorized such action. Two districts have been formed and the union superintendents over them are doing a good work. It is believed that if all the smaller towns of the State could be united into convenient districts for supervision, the conditions of good schools would be supplied.

The secretary reports that in 72 towns 98 women were serving efficiently on school committees, and says it is the uniform testimony of the agents of the board that wherever women are thus employed school affairs are in a progressive condition.

PROGRESS UNDER THE STATE BOARD.

Since the organization of the board of education in 1837 a uniform system of State schools has been created, a comprehensive plan of collecting accurate school statistics has been established, 6 State normal schools for the professional training of teachers have been organized, and methods of teaching have been very much improved. In addition to these changes, laws have been passed for the use of a uniform method of selecting and examining teachers; establishing uniform courses of studies for the different grades of schools and a minimum time of attendance by pupils; requiring drawing to be taught as a preparation for industrial occupations in towns and cities with more than 10,000 inhabitants, and permitting it in smaller places; organizing a normal art school for the preparation of teachers in this branch of study, and placing over it a skilled director from one of the best and most practical of foreign schools. In 1846 and 1878, on the recommendation of the board, the successive compulsory school laws that have secured to children their right to a fair minimum of education were passed, and since 1873 laws have existed obliging towns and cities to make all needful provisions for repressing truancy, including the establishment of schools for truant. To lessen the expense of these schools, 3 or more towns were allowed from the first to require of their county commissioners the opening of such schools, and in 1881 counties to the number of 2 or 3 were allowed to unite for a like purpose. These things, with others, have rounded out the State school system to proportions that, if not complete, are more nearly so than those of any other State.

KINDERGÄRTEN.

For information as to these useful pioneers in primary instruction, see Table V of the appendix; for a summary of Kindergarten statistics for the State, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

School committees of 3 members, or some multiple of 3, are elected annually, one-third going out each year. There is also in the larger towns a superintendent.

STATISTICS.

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Attleborough	11,111	1,866	2,058	1,359	63	.....
Beverly	8,456	1,441	1,407	1,102	31	.....
Boston	362,839	57,703	59,768	44,885	1,117	\$51,775,037
Brockton	13,608	2,267	2,444	1,769	45	28,628
Brookline	8,057	1,303	1,418	1,023	24	36,003
Cambridge	52,609	9,390	8,537	6,614	201	.....
Chelsea	21,782	3,648	4,169	2,877	67	\$51,027
Chicopee	11,286	2,186	1,657	923	42	28,825
Clinton	8,029	1,671	1,504	1,127	20	21,305
Fall River	48,961	9,763	9,363	6,845	154	.....
Fitchburg	12,429	2,344	2,625	1,771	65	36,937
Gloucester	19,329	4,008	3,999	3,154	94	.....
Haverhill	15,475	3,500	3,405	2,492	74	.....
Holyoke	21,015	4,267	3,163	1,613	54	58,881
Lawrence	39,151	6,865	6,301	4,480	141	89,901
Lowell	50,475	9,121	9,297	5,061	181	\$168,971
Lynn	38,274	6,229	6,299	4,730	114	93,077
Malden	12,017	2,082	2,731	1,825	52	.....
Marlborough	10,127	2,121	2,267	1,645	49	20,896
Medford	7,573	1,204	1,320	1,076	33	29,719
Milford	9,310	1,894	2,301	1,542	47	.....
Natick	8,479	1,666	1,757	1,413	38	.....
New Bedford	26,845	4,083	4,359	3,505	115	78,107
Newburyport	13,538	2,486	2,106	1,475	47	26,549
Newton	16,905	3,182	3,418	2,571	84	\$85,699
North Adams	10,191	2,168	2,040	1,479	40	.....
Northampton	12,172	2,089	2,176	1,656	72	.....
Pembury	9,028	1,714	1,669	1,293	43	.....
Pittsfield	18,364	2,521	2,716	1,774	72	\$31,115
Quincy	10,570	1,948	2,097	1,562	66	33,401
Salem	27,563	4,862	4,491	2,784	89	.....
Somerville	24,923	5,054	5,540	4,004	97	82,361
Springfield	33,340	5,865	5,834	4,250	110	95,032
Taunton	21,213	3,464	3,568	2,594	77	48,238
Waltham	11,712	2,146	2,306	1,653	48	.....
Westfield	7,587	1,334	1,648	1,080	55	.....
Weymouth	10,570	2,028	2,191	1,700	61	.....
Woburn	10,931	2,229	2,280	1,834	61	34,413
Worcester	58,291	10,968	10,887	7,697	204	200,485

a From taxation only.

ADDITIONAL PARTICULARS.

Attleborough reports an increase of 187 in youth of school age, of 124 in the number enrolled in public schools, and of 71 in averaged daily attendance. There were 2 public high schools, with 89 pupils, and 1 private school, with 25 pupils.—(State report.)

Beverly had 53 more youth of school age, 26 more enumerated, a decrease of 2 in average attendance and in teachers employed, 1 high school with 138 pupils, and 2 private schools with 50 attending.—(State report.)

In *Boston* the statistics show fewer children of legal school age than in 1879-'80, a larger number of public pupils enrolled, and a smaller average daily attendance. The public school system comprised, as before, primary, grammar, high, and evening schools (including an evening high and 6 evening drawing schools), a normal school, the Horace Mann School for the Deaf, and 2 schools for licensed minors.

Among the important modifications in methods of government and instruction made during the past few years the committee note the organization of the board of supervisors, the use of reading supplementary to that in the school books, and certain changes in the conduct of the primary schools. The board of supervisors was appointed to supply a need felt for more thorough supervision. Among other duties it is to examine candidates for teaching, to visit every school, note the work of each teacher, keep a careful eye on the sanitary state of school buildings, and have entire control of the primary schools, which were formerly under the supervision of the grammar masters. Great advantage has resulted from the use of supplementary reading from the Public Library and other sources, in connection with the text books on reading, and from exercises in the schools on the reading thus gone over, and it is believed that with a more judicious selection of books and a more systematic use of them even better results will be secured. In the primary schools there has been an important change in the methods of government, direction rather than repression being the new rule. Kindergarten methods find a place in the lower classes. The use of books printed in the Leigh phonic type has been discontinued, not from any dissatisfaction with the type, but because the present method of teaching (by the form of words rather than the spelling) does not require its use.

The large per capita cost of instruction in this city as compared with others is explained partly on the ground that a greater proportion of the pupils here were in the higher or more costly grades. The average expenditure on a primary scholar was \$18.45; on a grammar scholar, \$28.20; and on pupils in high and normal schools, \$87.42. Only 40 per cent. of the school population were in primary schools, while 54 per cent. were in grammar and high. An effort was made during the year to reduce expenditures by discontinuing one or more of the suburban high schools and drawing their pupils into the central school, but the project met with strenuous opposition from leading citizens and had to be abandoned for a time at least.

The committee on sewing in the public schools report great improvement in the character and quality of the work done and increasing evidence of the practical value of the instruction. The school committee has again repeated its formal vote of desire to test the feasibility of imparting to grammar scholars some of the elements of mechanical skill. They think the success of sewing in the girls' schools has proved that it is possible to do this without interfering with the established routine of study.

The normal school, sustained by the city for the purpose of giving professional instruction to young women intending to teach in the city schools, and chiefly to high school graduates, had 69 pupils attending in 1880-'81, and graduated 38.—(Reports of school committee and superintendent.)

Brockton reports 160 more youth of school age, 140 more enrolled in public schools, 26 fewer in average attendance, 1 more teacher employed, a high school with 130 pupils, and a private school with 20.—(State report.)

Brookline had slightly fewer children of school age enumerated and of pupils enrolled in public schools, and about an equal increase in the number in average attendance. There was a high school, with 122 pupils and 4 teachers. Special attention was given to reclaiming truants, and with unusual success.—(State and city reports.)

Cambridge reports an increase of 505 in youth of school age, of 37 in the public school enrolment, of 229 in average attendance, and of 12 in the number of teachers employed; 1 high school, with 485 pupils and 12 teachers; a training school for teachers, with 20 pupils; and 20 private schools, with 1,748 pupils.—(State report and return.)

Chelsea, with an increase of 187 in number of children enumerated and of 200 in public school enrolment, had only 62 more in average attendance. The town high school had 260 pupils and 5 teachers, and 2 private schools had 370 pupils.—(State report.)

In *Chicopee* 82 more children were enumerated, 190 more were enrolled in public schools, but 118 fewer were in average attendance. There were 2 public high schools, with 99 pupils, and 5 private schools, with 1,030 pupils.—(State report.)

Clinton reports an increase in children of school age and in public school enrolment, but a decrease in average attendance; a high school, with 71 pupils and 2 teachers; and a private school, with 40 pupils. An evening mechanical drawing school was taught very successfully.—(State and city reports.)

Fall River had 178 more children enumerated, 208 more enrolled in public schools, and 195 more in average attendance; a high school, with 371 pupils; 16 evening schools; an evening drawing school; and 6 private or church schools, the last with 900 pupils. A training school for teachers was opened in 1881.—(State and city reports.)

Fitchburg, with 105 more children of school age, according to statistics given in the State report, had 159 more enrolled in the public schools, but 63 fewer in average attendance. There was a high school with 229 pupils, and a private school with 30.—(State report.)

Gloucester reports a decrease of 42 in children of school age, of 43 in public school enrolment, and an increase of 146 in average daily attendance; a high school with 145 pupils, and 2 private schools with 35 pupils. The training school for teachers, begun in 1879, had in 1881 given instruction to 50 pupils, of whom 30 engaged in teaching.—(State and city reports.)

Haverhill had 752 more children of school age, 622 more enrolled in public schools, and 405 more in average daily attendance; a high school with 156 pupils, and 2 private schools with 70.—(State report.)

Holyoke reports 680 more children of school age, 660 more enrolled in school, 42 more in average attendance, and 4 more teachers; a high school with 121 pupils; and 17 private schools with 1,566 pupils. Two evening schools were taught, the total membership being 606, of whom 316 were women.—(State and city reports.)

Lawrence enumerated 29 more children of school age than in 1879-'80, enrolled 435 more in public schools, and had 248 more in average attendance under 10 more teachers. There was a high school with 197 pupils, a training school for teachers, evening schools (including an evening high and evening drawing schools), and 3 parochial schools, the latter with about 1,200 pupils. The common evening schools took a new departure—that of requiring a deposit before admission, as a guarantee of good attendance. The study of music was growing in prominence and importance. Discipline was maintained

more efficiently and easily than ever before, corporal punishment in a majority of the school rooms being rarely resorted to.—(State and city reports.)

Lowell had an increase of 728 in children of school age and of 179 in public school enrolment, with a decrease of 141 in average daily attendance; a high school with 439 pupils, and 5 private schools with 1,350.—(State report.)

Lynn had 437 more children of school age, 116 more enrolled, and 63 more in average attendance; a high school with 265 pupils, and 5 private schools with 130. Efforts were made to improve the teaching of reading by combining the word and phonic methods, and to make all primary instruction more attractive by exciting the curiosity and developing powers of expression. The use of corporal punishment was decreasing.—(State and city reports.)

Malden, with 71 fewer children of school age than the year before, enrolled 43 more in public schools, but had fewer by 19 in average attendance. There was a high school with 175 pupils and an evening drawing school with 59. The high school course was revised, the number of studies being reduced and greater prominence being given to the English language and literature.—(State and city reports.)

Marlborough had 55 more children of school age, 199 more enrolled in public schools, and 34 more in average attendance; a high school with 141 pupils, and 4 private schools with 290.—(State report.)

Medford, with 75 fewer children of school age, had 55 more enrolled in public schools and 47 more in average attendance; a high school with 118 pupils, and an evening school the latter taught with more encouraging results than the previous year. A purely English course had been added to the high school curriculum, to meet a popular demand.—(State and city reports.)

Milford shows a decrease in the number of children enumerated, enrolled in public schools, and in average attendance; a high school with 189 pupils, and 3 private schools with 65 pupils.—(State report.)

Natick, with 68 more school children, enrolled 133 more and had 106 more in average attendance. There was a high school with 91 pupils and 3 teachers.—(State report.)

In *New Bedford* (whose superintendent presents a report which is a model of its kind), with a slight decrease of children and of public school enrolment, there were 67 more in average attendance. A high school had 250 pupils and 10 teachers; a mill school and a farm school for truants were maintained; and there were 21 private schools, with 277 pupils, besides 2 city evening schools for adults, with 250 pupils. Music is a part of the course in every grade of the public schools, which is fully approved by a majority of citizens. The truant officer found a general disposition on the part of employers to conform to the law, but because there will be truants outside of city bounds, and because in the city school there is no provision made for girls, he recommends the establishment of a county truant school, where boys and girls needing it could have the most beneficent culture and discipline.—(State and city reports.)

Newburyport reports a small increase in the number of children to be educated, the number enrolled in public schools, and the average attendance. The high school numbered 131 pupils, under 5 teachers. Truancy has much decreased, and is confined almost entirely to boys. Only one evening school (for women) was sustained; it had a membership of 60, with an average attendance of 40 pupils, who made very satisfactory progress. The school for men was not reopened, having been unsuccessful the previous year.—(State and city reports.)

Newton had 154 more children, 21 more enrolled in public schools, and 30 more in average attendance; a high school, with 319 pupils, under 12 teachers; and 12 private schools, with 163 pupils. The high school continued to exert a powerful and beneficial influence on those of lower grade. An evening school with about 45 pupils was taught, and was more than usually successful.—(State and city reports.)

North Adams indicates a very slight increase in children to be educated and in public school enrolment; the increase in average attendance was greater, although still inconsiderable. There was a high school with 132 attendants and 3 teachers.—(State report.)

Northampton had 63 more children to be taught, 21 fewer enrolled in public schools, and 56 more in average attendance; a high school with 149 pupils, and 3 private schools with 160 pupils.—(State report.)

Peabody, with a decrease of 16 in children of school age, enrolled 133 fewer in public schools, but had 17 more in average attendance. There was a high school with 73 pupils, and 2 private schools with 30.—(State report.)

In *Pittsfield* the number of children increased by 168 and public school enrolment by 111, while the average attendance decreased by 31. There was a high school with 96 pupils, and 4 private schools with 225.—(State report.)

Quincy increased its school population by 244, enrolled 187 more of these in its schools, and held 95 more in average attendance; maintained a high school with 154 pupils, and had within its bounds 2 private schools with 51 pupils. The "Quincy methods" of in-

struction and discipline were continued, though Colonel Parker, who introduced them, and 13 of the teachers trained by him had been drawn away by offers of better places and higher pay, a misfortune remedied, as far as possible, by the training of new teachers under one of Colonel Parker's aids, who had been chosen to succeed him and who is said to have kept the schools well up to former standards.

Salem had 189 more children of school age, 633 more enrolled in public schools, but 23 fewer in average attendance; a high school with 176 pupils, and 15 private schools with 1,210 pupils.—(State report.)

In *Somerville* there was an increase of 554 in children to be educated, of 378 in public school enrolment, and of 102 in average attendance; a high school with 337 pupils, and a private school with 540.—(State report.)

Springfield, out of 341 more children to be taught, had 198 more enrolled in public schools and 58 more in average attendance. Its high school numbered 405 pupils, 2 evening schools 321, an evening drawing school 150, and 8 private schools 475. The interest shown by pupils in the evening schools was greater than for several years past; and in the drawing school the attendance was greater than ever before.—(State and city reports.)

Taunton presents an increase of 218 in children of school age, of 39 in public school enrolment, and of 59 in average attendance; a high school with 161 pupils, and a private school with 30.—(State report.)

Waltham, with 338 more children, had only 79 more enrolled in public schools and 14 more in average attendance. There was a high school with 156 pupils, and 2 private schools with 33.—(State report.)

In *Westfield* there were 96 fewer children to be educated, 58 more enrolled in public schools, and 50 fewer in average daily attendance. A high school had 180 pupils, and 2 private schools had 45.—(State report.)

Weymouth reports 47 fewer children, 12 more enrolled in public schools, and yet 70 fewer in average attendance; 2 high schools with 140 attending, and a private school with 20.—(State report.)

Woburn had 195 fewer children, 42 more enrolled in public schools, and 44 more in average attendance; a high school with 139 pupils, and a private school with 40.—(State report.)

Worcester, with 1,161 more children, drew 858 more into public schools and held 527 more in average attendance. The system comprised suburban, primary, grammar, high, evening common, and evening drawing schools, for both sexes. The 7 evening common schools had 184 pupils attending; the 5 evening drawing schools, 170; the high school, 601. Two private schools are reported, with 1,400 pupils. Music and drawing form a part of the course in all the public schools, and specialists are employed to teach them. New school-houses were provided during the year, making the accommodations, for the first time in the history of the schools, about equal to the demand. The high school graduated 80 pupils (51 girls and 29 boys), the largest class ever sent out. The plan for admission to evening schools adopted the previous year (requiring of each pupil a deposit of \$1, to be forfeited in case of irregular attendance) was continued, and its excellence still further demonstrated.—(State and city reports.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Five State normal schools (besides the State Normal Art School at Boston) form a part of the public school system of Massachusetts. Situated respectively at Bridgewater, Framingham, Salem, Westfield, and Worcester, they had a total of 836 students attending in 1880-'81 and graduated 184. The secretary of the State board reports a prosperous condition in all, and that the demand for trained teachers is constantly increasing as people obtain more adequate and definite ideas of what good teaching is. The board of education considers it certain that the influence of these schools is felt to an increasing extent in the elevation of the standard of capacity and fitness to teach, and regrets that larger numbers do not share the advantages offered for professional training. Of more than 8,000 teachers employed in the public schools during 1880-'81 only 2,236 had been fitted in normal schools.

The Bridgewater school has had a steady growth in prosperity and usefulness since its organization in 1840. During 1880-'81 there were 174 students attending (50 men and 124 women), and 52 were graduated (18 men and 34 women). Gratifying reports of the success of such graduates in their school work are often received, and more demands for well trained teachers are received than can be filled from the graduating classes. The courses for graduation continued to be two, one of two years and one of four. Out of means furnished by the legislature in 1880 a new laboratory building (32 by 64 feet, two stories in height, and supplied with ample appliances for instruction in chemistry and physics) was erected for use in 1881-'82, adding greatly to previous advantages.

The school at Framingham was reported by the visitors to be in a satisfactory condition, with 112 pupils (all women) and 33 graduates. There was an improvement in the preparation of pupils entering. A permanent teacher was appointed in the department of history and literature. The course of study covered 2 years.

At the Salem school more attention than usual was given to drawing, a large amount of practical work was done in physics and chemistry, and there was an especially thorough course in the English language. The attendance for 1880-'81 was 263; graduates for the year, 58. There were two courses of study, one of 2 and one of 4 years, with a library to aid study and investigation. Nearly all the graduates find opportunity to teach.

Westfield had an attendance of 120 (men 11, women 109), and sent out 25 graduates, 23 of them women. There were two courses of study, of 2 and 4 years respectively. The graduates of the previous year were all but 3 known to have secured schools and to have taught satisfactorily. By the reports sent in of graduates' work, it appears that school committees are more inclined than formerly to allow professionally trained teachers to use their own methods, holding them responsible only for results.

The Worcester school had 167 pupils (all but 5 women), and graduated 16 (2 men and 14 women). A constantly increasing demand for graduates as teachers is reported, and the testimony to their success is almost uniform. The course of study covers 2 years; but after a year's study pupils are allowed to serve as apprentices in the public schools of the city under conditions involving real responsibility. This term of apprenticeship has been recently extended to 6 months; on its completion, pupils return to the school for another year of study, making the whole term two years and a half. Almost all the pupils elect this longer course, and so graduate with more maturity and skill than would otherwise be the case.

The Normal Art School, Boston, in 1880-'81, gave instruction to 294 pupils, of whom 222 were in day classes (43 men and 179 women) and 72 were in evening classes (32 women and 40 men). Certificates were given to 54 and diplomas as art masters and mistresses to 5. Among other work accomplished by this school is the introduction of a uniform course of practice in drawing and teaching drawing in the other State normal schools. With the coöperation of principals and special teachers of these schools, such a course was arranged by Art Director Walter Smith, and put in operation in September, 1881. He says the grading of drawing in day schools has made more apparent the character of that which should be taught in normal schools; and the better preparation in drawing which normal school pupils now possess has made the adoption of this course possible. Mr. Smith says the success of the free evening drawing schools throughout the State has been hindered by a lack of teachers having sufficient training and experience, a want which is being gradually supplied by the Normal Art School. Another great hindrance was the absence of a systematic plan of study. To the latter he ascribes chiefly the lack of interest in these classes and irregularity of attendance on them. These hindrances, he says, have been overcome in the Boston schools since the adoption of a definite course of study, which went into operation in the fall of 1880; and he is satisfied that similar measures would be as effectual elsewhere.

OTHER NORMAL TRAINING.

The Boston Normal School gives a professional course of one year to young women who intend to teach in the city schools, tuition being free to residents. Graduates are eligible to appointment in the city schools without further examination. There is a graduate course of one year for further study of the principles of education and for observation and practice in teaching. Pupils belonging to it may be employed as substitutes or as temporary or permanent teachers. The training or practice school numbers over a thousand pupils of primary and grammar grades. During the year 1880-'81 there were 69 normal pupils in attendance and 38 were graduated.

Normal training schools, as before mentioned, are sustained by the public school authorities of Cambridge, Gloucester, Lawrence, and Fall River, the last having been opened in 1881.

At Wellesley College a normal department is provided for the benefit of women who are teachers but desire opportunity for advanced study. The course was enlarged in the autumn of 1881 by the addition of English literature, American history, and Anglo-Saxon.

TEACHERS' INSTITUTES.

Twenty-one institutes for teachers were held during the year and were attended by 2,276 teachers. The interest shown in them by teachers and by the public continued to increase. In the opinion of the State board it is desirable that a larger number should be held and that in some cases the length of sessions should be increased, and for this, as well as other reasons, the appointment of additional agents is urged. For the last few

years the institutes have diminished in length and increased in number, this plan having been found more economical. They are now continued for two or three days only. The day sessions are devoted to illustrative lessons on the best method of teaching the branches which the statutes require the public schools to teach; and the evenings to lectures designed to interest the people in popular education, opportunity also being offered for a discussion by the people, as well as by committees and teachers, of educational topics having either a general or local interest. Great good, it is believed, resulted from the year's institutes. The exercises were judiciously prepared, instructors carefully chosen, members prompt in attendance and earnest in endeavors to improve; while school committees cooperated cordially and citizens were most hospitable.—(State report.)

SCHOOL COMMITTEE ASSOCIATIONS.

Many of these means for consultation as to improvement of teaching and school work are reported to have been held in 1880-'81, and the members of the associations are said to have entered with life and spirit upon a discussion of the agencies for such improvement.

EDUCATIONAL JOURNALS.

The Journal of Education, a Boston weekly of great value for its discussion of current educational topics and its full news reports of school matters, was in its thirteenth and fourteenth volumes in 1881; the Primary Teacher, from the same office, in its fifth; Education, a bimonthly review of important school questions, under the same general editorship, in its second; while Good Times, designed to aid in getting up attractive and useful school exercises, came still from the same press with the other three, and reached the conclusion of its fourth volume in September, 1881, under the hands of its original editor, Mrs. M. B. C. Slade. Hon. Thomas W. Bicknell, former State school commissioner of Rhode Island, presided over and directed all these publications, with the aid of several competent assistants.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There are now in the Commonwealth 215 public high schools, furnishing an opportunity to over 90 per cent. of the entire population of the State to obtain for their children a good secondary education. The total number of pupils attending was 18,900; teachers, 595. About forty towns that have less than 500 families, and that are, therefore, not obliged by law to sustain high schools, do so voluntarily.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and collegiate preparatory schools, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven colleges and universities, all but one exclusively for men, reported a total of 1,733 undergraduate students during 1880-'81 (a slight decrease during the year), and a thousand more engaged in professional and other studies, not counting preparatory students. None of these institutions do any preparatory work, except Boston College, Boston, and the College of the Holy Cross, Worcester, each of which presented a course of study extending over 7 years, 3 or more of them being evidently preparatory and the remainder embracing the usual studies of a classical course in Roman Catholic colleges. All the others provided the regular classical course of 4 years; Amherst and Harvard offered also scientific courses; Boston University and Tufts College, philosophical courses of like length, Tufts adding an engineering course of 3 to 4 years. All these presented graduate courses beyond the undergraduate in several departments of study; and of the four, all but Amherst had professional courses, which will appear in Professional Instruction, further on.—(Catalogues, year books, and returns.)

Harvard University comprehends the college, the divinity, law, medical, and dental schools, the Lawrence Scientific School, the museum of comparative zoölogy, the Bussey Institution (a school of agriculture), the college library, the astronomical observatory, and the Peabody Museum of American Archaeology and Ethnology. The number of students in all departments in 1880-'81 was 1,382; of teachers, 161. The collegiate department enrolled 823 in regular classes (a slight increase during the year), besides 34 unmatriculated students. Eight young women passed the preliminary examination for

the private collegiate course, and 9 the advanced examination. A gift was received from T. J. Coolidge, esq., of \$100,000, its income to go towards the cost of administering the library; and one of \$30,000 came from Mrs. Samuel Hooper, for the Sturgis Hooper professorship of geology. Prof. J. D. Whitney also gave his geological and geographical library. The fund for the endowment of the botanic garden was increased by about \$20,000. A friend of the university offered to build a physical laboratory, to cost \$115,000, provided a permanent fund of \$75,000 were raised, the income to be applied to its running expenses. At date of the report, \$30,000 of the required sum had been obtained. With all these general indications of prosperity, it is stated that the financial condition of the college proper gives much concern to the corporation; that the college has been living beyond its income for four years to the average amount of \$12,500 a year, owing to expenditures for improvements and to a fall in interest on invested funds. The gift to the library relieves this condition considerably, lessening the deficit by the whole amount of the income it will yield (\$4,000), while some retrenchments were to be made and an increase of fees from students was looked for. A plan adopted in June, 1881, of having simultaneous examinations for admission in Exeter, N. H., New York City, Philadelphia, Chicago, Cincinnati, and San Francisco, had already resulted in an increase of students from the States in which those cities are situated.

The revised regulations for college government (in the line of greater freedom), adopted in 1879-'80, had worked well and were likely to remain in force. An effort was made during the year, by a circular of inquiry sent to parents of undergraduates, to ascertain how much support morning prayers at college had in the habits of families from which students came. Of 741 persons that replied, two-sevenths held family prayers and five-sevenths did not; but of those that did, 9 expressed a desire that attendance on prayers at college should be voluntary, while of those that did not 36 approved of compulsory attendance.

Experience during the last ten years indicates that the elective system does not tend to the extinction of the studies called liberal, because these, though taken by a smaller proportion of students than formerly, are pursued with greater vigor and to better purpose. It appears, too, that the scientific turn of mind is comparatively rare among the young men who enter, a large majority preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany.—(Catalogue and president's report.)

Boston University, Boston (Methodist Episcopal), the youngest of the institutions before mentioned, and the only one of them which admits both sexes, had during the year 107 students (70 men and 37 women) in its college of liberal arts. Besides this collegiate department, the curriculum of the university embraces a college of music and schools of theology, law, medicine, and of all sciences.¹ The last, which had 45 students in 1880-'81, is for graduate instruction, and offers facilities for the study of modern languages and their literatures, natural and mathematical sciences, and theological, legal, medical, historical, and art studies. The college of music, intended for graduates of American conservatories and other advanced students, claims to be the only one of its grade and kind in America. It presents distinct courses for vocalists, pianists, organists, and orchestral performers, covering in most cases 3 years. The degree of bachelor of music is given graduates who specially distinguish themselves by their talents, if graduates of any college of arts or if able to pass an examination in English composition, history, and literature, a modern language and Latin, or two modern languages and mathematics. Pupils may be admitted to all classes in the college of liberal arts for which they are sufficiently prepared.

Amherst College, Amherst (Congregational), reported 337 pupils in undergraduate courses of study (329 in classical and 8 in scientific) and 2 graduate students. Physical exercise in the gymnasium is required, and attention to it is taken into account in determining the standing of students. The professor in this department is a physician, who is expected to be acquainted with the physical condition of each student and to do his best to make that condition good.

Tufts College, Medford (Universalist), reports a decided increase of interest among the friends of the college. The number of students, which fell off somewhat during the period of financial distress, had begun to increase. More than three-fourths of the sum sought for endowment by the trustees (\$150,000) had been pledged, and there was reason to believe that the whole amount would be forthcoming. Through the generosity of a friend arrangements were made for the erection of a chapel for the college, which would probably be completed in 1882.—(Catalogue, 1881.)

Williams College, Williamstown (Congregational), received \$17,000 during the year, \$5,000 of it being a bequest from the estate of Judge James L. Rice, of Iowa, given for Greek and Latin prizes; the remainder in varying sums from other friends.—(Return.)

¹There is also a link of connection between the university and the Massachusetts Agricultural College, Amherst.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of ten academic and collegiate institutions thus classed, reporting for 1880-'81, only two, Smith and Wellesley Colleges, were authorized to confer collegiate degrees. Of nine that gave statistics, eight had altogether about a thousand students in collegiate classes, while in one the pupils (numbering 70) were unclassified. Nearly all these institutions give instruction in Latin and the modern languages, in music, drawing, and painting, a majority presenting Greek as an optional study. Most of them make provision for physical training in gymnastic or calisthenic exercises. At Lasell Seminary, Auburndale, special care is given to the health of students and to their mode of dress from a hygienic standpoint. Another feature of this school is a work department embracing cookery, dress cutting, millinery, china painting, and art needle work.

In *Wellesley College*, Wellesley (one of the two having full collegiate rank), the trustees have determined to admit candidates for matriculation on the certificates of the teachers who prepare them. During the year this college received gifts to the amount of \$140,500. Mrs. Valeria Stone, of Malden, Massachusetts, gave \$110,000 for the erection of Stone Hall, which was to be opened in September, 1881, and to furnish dormitories for about 100 normal students; Mr. Henry F. Durant gave \$25,500 for a building for the college of music, to contain thirty-eight rooms properly furnished for teaching and practice, with a hall for choral singing. The music department was thus afforded an opportunity for reorganization and great enlargement, and is now enabled to offer an excellent opportunity for obtaining at the same time a collegiate and musical education. The teachers' course was also enlarged, as mentioned under Other Normal Training, page 111. Certificated teachers may enter without examination, and may take any course they desire in the college classes.

Smith College, Northampton, with a full collegiate course, in which musical and artistic studies have a place, reports special attention given to religious, social, and physical culture. A gift of \$35,000 from Winthrop Hillyer, esq., of Northampton, provided an art gallery and collection. The building is large and commodious, and contains studios and exhibition rooms sufficient for all present needs.

Mt. Holyoke Seminary, South Hadley, received gifts amounting to \$15,600, of which \$10,000 were from A. Lyman Williston, esq., of Northampton, for an observatory. The building was completed in June, 1881. It contains a new telescope with an eight inch object glass, a transit instrument, astronomical clock, and other appliances. Though not claiming collegiate rank, this seminary presents a very thorough four years' course, embracing the Latin and modern languages, with Greek optional. A special feature here is that each pupil devotes a certain part of the time to domestic labor.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Massachusetts Agricultural College*, Amherst; the *Massachusetts Institute of Technology*, Boston; the *Worcester County Free Institute of Industrial Science*, Worcester; the *Lawrence Scientific School* and the *Bussey Institution* of Harvard University, and the *Boston University School of all Sciences* report an aggregate of nearly 400 students in regular undergraduate courses, besides over 200 in special, partial, and graduate courses, in the last being included the 45 students belonging to the *Boston University School of All Sciences*, which makes provision only for graduate instruction. The *Massachusetts Agricultural College*, in a 4 years' course, and *Bussey Institution*, in one of 3 years, devote special attention to training in agriculture; the *Worcester Institute*, with courses of 3 and 3½ years, and the *Institute of Technology*, with a variety of 4 years' courses, prepare for other industries based on the sciences. In the last named, out of 10 courses, 5 are of distinctly professional character, embracing civil, mechanical, and mining engineering, architecture, and chemistry. Manual instruction is also provided for those who wish to enter on industrial pursuits rather than to become scientific engineers, the shop work embracing carpentry and other crafts in wood, pattern making, foundry work, iron forging, vise work, and machine and tool work. The *Worcester Institute* offers a 3 years' course leading to the degree of B. S. in the various branches of applied science, with classes in shop work requiring an additional half year. The institute during 1880-'81 was given \$34,500 in cash by David Whitcomb, Stephen Salisbury, and Joseph H. Walker, most of it intended for additions to the machine shop and for the necessary increase in its running expenses. The *Massachusetts Institute of Technology* received a gift of \$12,380, of which \$10,000 were a legacy from Nathaniel C. Nash, esq., the remainder being in small gifts.

The *Massachusetts Agricultural College* reports a decrease in pupils since the discon-

tuance of free scholarships. Lack of funds has been from the first a great obstacle to usefulness here. A plan for increasing the endowment was adopted in June, 1881, by a joint convention of the trustees and the State Board of Agriculture. The increased membership which followed the offer of free tuition in 1879 showed that the college was appreciated by a large proportion of the farming population. In the Bussey Institution the results of agricultural instruction were far from encouraging. With 6 competent teachers, a good supply of the necessary appliances and collections, and tuition remitted to needy students, only 6 on an average have belonged to the school each year.

PROFESSIONAL.

Seven *theological* schools representing 6 different denominations and one claiming to be non-sectarian reported for 1880-'81 a total of more than 250 undergraduate students, besides a number in special or partial courses. In 4 of these schools there were 93 students (out of a total of 171) who had received degrees in letters or science. All but 1 required an examination for admission of students not presenting evidence of good literary qualifications, the exception being the New Church Theological School, Waltham (Swedenborgian).

The Divinity School of Harvard University (non-sectarian) received during the year \$10,775, the result of a subscription for endowment begun in 1879. The constitution of this school prescribes that "every encouragement be given to the serious, impartial, and unbiassed investigation of Christian truth, and that no assent to the peculiarities of any denomination of Christians shall be required either of the instructors or students." Students of the Boston University Theological School (Methodist Episcopal) may attend any class in the college of liberal arts of that university, and may prolong the 3 years' theological course to 4 without extra charge for tuition, room rent during the last year being also remitted. The Episcopal Theological School, Cambridge, offers its students free tuition and the use of rooms. Andover Theological Seminary (Congregational) reports 14 students in a fourth year which has been added for advanced study. Tufts College Divinity School, Medford (Universalist), besides its regular 3 years' course intended for college graduates, has one of 4 years for such as have not been thus prepared. Newton Theological Institute, Newton Centre (Baptist), received during the year a gift of 10 scholarships of \$1,000 each.

For statistics of theological schools, see Table XI of the appendix, and for a summary, see the report of the Commissioner preceding.

Legal instruction was given in 2 schools belonging to Harvard and Boston Universities to about 300 students in 3 years' courses, an examination for admission of non-graduates being required in both cases.

The Law School of Harvard University is to have a new building, for which \$100,000 have been given by a friend who, for the present, withholds his name. Another urgent need is an additional professor; but the income from tuition fees and the small endowment are not sufficient to provide for this. Number of students, 151; of professors, 4.

The Boston University School of Law reported a prosperous year, indications of healthy growth, the quality of students improved, and the number up to the average, notwithstanding recent advances in tuition. Among the graduates cum laude was a young woman, the first of her sex to complete the course. A certain public and historic interest attaches to this graduation, as it led to the first application in Massachusetts on the part of a woman for admission to the bar and to a decision by Chief-Justice Gray that the laws of the State, as they stood in 1881, did not authorize such admission.

For statistics of law schools, see Table XII of the appendix, and for a summary, see the report of the Commissioner preceding.

Three *medical* schools, 2 "regular" and 1 homœopathic, report a total of 373 students during 1880-'81.

The Medical School of Harvard University (regular) requires a 3 years' graded course of study and presents an optional course of 4 years, that of each year extending over 9 months. To graduates of the longer course is given the degree of doctor of medicine cum laude if they have obtained an average of 75 per cent. on all the examinations. Number of students in the 4 classes, 243; resident graduates, 8. Work had been begun on a new building for the school, which was expected to be ready for use in January, 1883. Funds for this work were subscribed in 1874-'75, but the sum remaining after purchase of the lot was insufficient for its completion; the medical faculty therefore during the year undertook to raise a subscription for it, and succeeded in obtaining \$103,720. In 1871 this school ceased to be in any sense a private venture and became a constituent department of the university, devoted, like the other departments, to the advancement of learning. Since that year it has received by gift and bequest \$270,000. A much greater sum is urgently needed to endow chairs and establish scholarships.

The College of Physicians and Surgeons, Boston, a "regular" medical school organized in 1880, admits both sexes, and had during its first year 23 students under 15 professors

and instructors. Its course is the old one of 3 years, which requires attendance on 2 courses of lectures (but these must be of 38 weeks each) and a previous year of medical study. There is, however, a graded course of 3 years, which is obligatory for all who have not previously studied medicine. This college takes the ground that, as women will engage in the practice of medicine, "it is far better to assist them to a proper knowledge of it than to throw stumbling-blocks in their way, thereby compelling them to go with quacks or to go from New England to find the true knowledge they seek;" and that there can be no more impropriety in instructing them in medicine than in nursing.

The Boston University School of Medicine (homœopathic) requires an examination for admission of all who are not college graduates, presents a 3 years' graded course of 18 months each year, which is required for graduation as M. D., and an optional course of 2 years, leading to the degree of M. D., but conferring B. M. after 3 years' work. There are also special courses and a course for graduates. To the latter physicians are admitted and allowed to attend such lectures as they choose, receiving certificates for attendance. A new chair of instruction has been established, that of the history and methodology of the medical sciences. Its work is to define and classify the differences of opinions relating to medicine, show their history and relation to each other, the different methods of studying and teaching them, and the bibliography of each. The student for 1880-'81 numbered 110 (66 men and 44 women); graduates, 26 (18 men and 8 women).

Dentistry was taught in the Boston Dental College and the Dental School of Harvard University, both in Boston, and both requiring 3 years of study under a preceptor. The former, however, covering only 16 weeks, while that in the latter covered 36 weeks. The two enrolled 64 students for 1880-'81 and graduated 23.—(Returns.)

The Massachusetts College of Pharmacy, Boston, had 101 students during the year and sent out 15 graduates. An examination is required for admission equal to that demanded on entering the high schools of the State. The course covers 2 years of 6 months each, and students to graduate must have reached an average of at least 60 per cent. in the examination and have had a practical experience of 4 years (including the 2 years' course in the drug business.—(Catalogue and return.)

For full statistics of schools of medicine, dentistry, and pharmacy reporting, see Part XIII of the appendix, and for a summary, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

SOCIETIES FOR THE ENCOURAGEMENT OF HOME STUDY.

The Society to Encourage Study at home, organized in 1873, had during 1880-'81 in its eighth year, 960 students, of whom 534 were beginners, and a working staff of 177 correspondents, the latter being all volunteers. Of 426 students who were not beginners, 205 were in the second year's work, 109 in the third, 72 in the fourth, 23 in the fifth, 10 in the sixth, and 1 in the seventh. Among the instructors were 26 former pupils. The society was originally intended for the benefit of young girls just out of school; but it was soon apparent that help could be given to many other classes of women, including professional teachers. Of these there were 134 belonging to the society during 1880-'81, about one-half the number having been students the previous year.—(Eighth annual report.)

A similar society for the benefit of young men has been formed, and the first term began January 1, 1881. It is designed for all classes and all ages in every section of the country. The first annual report shows that 67 persons, 17 to 58 years of age, living in different States, belonged to the society, and that these included school boys, law students, mechanics, merchants, commercial travelers, clerks, clergymen, and teachers.—(Congregationalist and National Journal of Education.)

TRAINING IN MUSIC, ORATORY, AND LANGUAGES.

Advanced instruction in music was given in 1881 in the New England Conservatory of Music, Boston, under Professor E. Tourjée, and in the Boston Academy of Music, under Carlyle Petersilea, as well as in the musical courses of Boston University and of the Handelssohn Musical Academy and of Wellesley and other colleges for women, already referred to, Wellesley having the advantage of one of the most perfect music halls in the country.

Instruction in oratory was offered by Professors R. R. Raymond, F. C. Robertson, S. Bloch, Anna Baright, and others, of Boston, most, if not all, following the lead of the late Professor Lewis B. Monroë, of the Boston University School of Oratory. The number of students under instruction has not been reported.

Instruction in languages (French, German, Italian, Latin, modern and ancient Greek) was carried forward for 6 weeks in the sixth session of the summer school of languages at Amherst College, Amherst, under the direction of Professor L. Sauveur and 6 assistants, with 215 students in attendance.

TRAINING SCHOOLS FOR NURSES.

The *Boston City Hospital Training School for Nurses*, opened in 1878, has since then had 159 under instruction and graduated 21. In 1880-'81 50 pupils attended and 9 were graduated. The course of study extended over two years.

The *Training School of the New England Hospital for Women and Children*, Boston, had under training 15, the same number as during the previous year. Three others entered, but two of these were found to lack strength for the work, and the third was allowed to withdraw that she might engage in the study of medicine, for which she was thought to have a special aptitude. Only 6 received diplomas; one, who completed the course, failed to pass such an examination as to entitle her to a diploma, and it was withheld.

The *Boston Training School for Nurses* (Massachusetts General Hospital) sends no report for 1880-'81.

TRAINING IN THE ARTS AND TRADES.

As already noted, a large number of industrial arts and sciences are taught in schools connected with the Massachusetts Institute of Technology, Boston, and the Worcester County Free Institute of Industrial Science, Worcester.

Schools of drawing and painting and of china painting and wood carving are maintained by the *Boston Museum of Fine Arts*.

The *School of Sculpture and Modelling*, Boston, gives gratuitous instruction to pupils too poor to pay, terra-cotta work and pottery receiving special attention.

The *Boston Cooking School*, opened by the Woman's Educational Association, has given instruction in cookery to ladies of wealth, servants, pupils from the City Hospital, Training School for Nurses, and a class of deaf-mutes. The kitchen garden schools give training in household industries to young children, preparing them to be useful heads of families or skilful domestics, as circumstances may require.

The *Liversidge Institution of Industry*, Boston, organized during the autumn of 1881 in accordance with a bequest of Thomas Liversidge, late of Dorchester, is intended to afford a home and good literary and industrial education to orphans and other destitute boys, who must be natives of either New England or Old England. The age for admission is 7-14; and at 14 the boys may be bound out as apprentices to persons who will train them in employments, preference being given to agriculture and to mechanical trades. While in the institute they receive some instruction in farm and shop work, as well as a good primary and grammar school education.—(Boston Journal.)

EDUCATION OF THE DEAF AND DUMB.

For many years it has been the policy of the Commonwealth to provide for the education of this class. They are received at the American Asylum, Hartford (which reported 61 pupils from Massachusetts in April, 1881), in the Clarke Institution, Northampton, and in the Horace Mann School, Boston, where excellent facilities for instruction are furnished and the State bears a part of the expense. Another institution for this class, the New England Industrial School for Deaf-Mutes, Beverly, was incorporated in 1879. Of the three first named all except the American Asylum used the articulation method and reported very encouraging success in it. The school at Beverly used the combined method of signs and articulation.

The *Clarke Institution*, Northampton, had 78 pupils 6 to 19 years of age, the average for the year being 77, of whom 61 were from Massachusetts. It is not true, as has been said by some, that a majority of the pupils here are semimute or deaf, that they have been selected from the more intelligent class of families, or that a majority of the teachers have more than ordinary experience. Only 13 out of the whole number attending during the year, or about one-sixth, were semideaf, and none have ever been refused on account of the poverty or ignorance of their parents. The course of study comprises the common and higher English branches, cabinet making, and sewing.—(State report.)

The *Horace Mann School for the Deaf*, Boston, under the control of the city school board, had 91 pupils enrolled in a common school course of study. The chief industry taught is sewing, but some of the boys have received instruction out of school hours in the Massachusetts Institute of Technology; and, as during the previous year, a class of girls attended the Boston Cooking School on Saturday. Kitchen garden lessons, too, were given to a class of 24 girls, the apparatus being brought to the school.

The *New England Industrial School for Deaf-Mutes*, Beverly, owns a farm of 57 acres and buildings capable of accommodating 30 persons. It aims to give instruction in all the necessary rudiments of knowledge and a thorough mastery of some remunerative occupation, including cookery, housework, and sewing.—(Report.)

EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind, Boston, reports 128 pupils during 1880-'81; the condition of the school was satisfactory and all the ap-

pliances and apparatus were of the most approved kind. The course of instruction comprises the English branches of a common and high school grade, with such employments as mattress and broom making, cane-seating, sewing, knitting, and domestic work. The work of the printing department was carried on during the year with unusual vigor, ten new books for the blind being issued. In response to an appeal by the trustees, about \$44,000 were raised towards a printing fund for the blind, and it was hoped that the amount would be increased to a sum which will yield an income of \$5,000 a year. The Kindergarten system has been found an efficient help in training the sense of touch and the powers of observation, comparison, combination, invention, memory, reflection, and action. There has been a steady advancement in the music department, where all the branches, including tuning, are taught; and to the tuning department has been intrusted for the fifth time the care of the 130 pianos in the Boston public schools.

EDUCATION OF THE FEEBLE-MINDED.

The *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, the *Private Institution for Feeble-Minded Youth*, Barre, and the *Hillsdale School*, Fayville, gave mental, moral, and physical training to over 200 feeble-minded children. The Hillsdale school received also the deaf and dumb and blind or any who could not be taught in ordinary schools, the number being limited to 12. The State school at South Boston gave its care gratuitously to pupils whose parents were not able to pay; to others a charge was made proportionate to the means of parents and the trouble and cost of treatment. Number of children in the school during the year, 130 (79 boys and 51 girls); of teachers, 5; of other employes, 23. The institution at Barre had 74 pupils (46 boys and 28 girls), under 9 teachers.—(Reports and returns.)

For full statistics of institutions of this class reporting, see Table XIX of the appendix, and for a summary, see the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

Eleven institutions intended either for the reformation of neglected youth or for training in industrial pursuits reported a total membership for 1880-'81 of more than 1,600. Four only of these schools are sustained by private charity, the remainder being under State, county, or city control.

Two of the 11 institutions referred to are truant schools, viz, that in Worcester City, and the Hampden County school, at Springfield; the others are Marcella Street Home, Boston; the Industrial School, Lawrence, under municipal control; Plummer Farm School, Salem; Industrial School for Girls, Dorchester; North End Industrial Home and North End Mission, Boston; the last 4 are maintained by private and church effort.

The *State Primary School*, Monson, included in the above, is wholly sustained by State appropriation. Children are received from the almshouse and from the superintendent of the indoor poor, and are retained until homes can be found for them. They are taught the English branches, tailoring, baking, shoe mending, farm and house work, and sewing. Although the average age of the children is something less than 10 years, all articles of clothing for inmates, as well as the bedding and household goods, are made by the children and employes, except the shoes, which are only mended. The total number of pupils was 403; the average, 399. Within the year 249 were sent to homes found for them or to friends.

The *State Reform School*, Westborough, reports a trying year in some respects, owing to the misbehavior of a few boys, encouraged and aggravated by hostile influences from without. Although the school has accomplished much good during 32 years of existence, the trustees think this has not been commensurate with the labor and money spent on it. They think the principal difficulty has been in putting the age for admission too high, the maximum being 17 years, when it should not be more than 14. The school was designed for boys of tender years who were hopeful subjects of reform; but it has been made a place of imprisonment for some who are unfit companions for them. Another difficulty is the congregate system which in part prevails. All the troubles and disturbances, and nearly all the escapes, have been from the main building, where brick cells and other means for forcible restraint were regarded by the boys as so many challenges to their daring and ingenuity, while those living in family houses and under family discipline were generally commendable in behavior and did not abuse the liberty granted them. There were 179 inmates during the year 1880-'81. The 4 schools maintained were of two grades and embraced the elementary English branches. The industries taught were farm and domestic work and cane seating of chairs.

In the *State Reform School for Girls*, Lancaster, the number of girls at date of the report was smaller than ever before in the history of the school. Out of 125 present during the year, 60 were placed in homes and only 6 returned, the largest number, considering the size of the school, ever placed out and the smallest percentage of returns. The reports from employers may generally be summed up by the words "doing well." It is

not claimed that they are thoroughly reformed, but that they are doing better than before committal, and many of them striving to become good and useful women. The common English branches, housework, dress making, and sewing are taught.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Massachusetts Teachers' Association held its annual meeting for 1881 at Boston, December 29-31. The programme was well arranged, with able speakers on live topics, and the discussions are said to have been bright and interesting, although necessarily brief.

The first paper before the general association was by G. Stanley Hall, on "The moral and religious training of children." The next, by Mr. Luther W. Anderson, of Boston, on "Teaching history," led to considerable discussion. One on "School supervision," by Mr. N. A. Calkins, was discussed by Superintendent Seaver, of Boston, Secretary Dickinson, of the Massachusetts State board, and by General Oliver. The last gentleman presented what he called the other side of the supervision question, deprecating the influence of politics in it and urging the importance of securing competent supervisors. Governor Long, in a short address, expressed a willingness to coöperate with the legislature in any measure for the furtherance of education, referring to the need for additional agents and increased supervision. Mr. John D. Philbrick, in a paper on "The tenure of office of teachers," insisted that a permanent tenure is the true means of securing a competent body of teachers, and cited French and American authorities against the system which prevails in the United States, but, he asserted, in no other civilized country. Brief remarks on the subject were added by Rev. Dr. Miner and others, and it was decided to appoint a committee to bring the subject before the legislature. Dr. William T. Harris, of Concord, Massachusetts, then spoke on "The nature and necessity of pedagogical reform;" Mr. A. G. Boyden, of Bridgewater, on "Teaching form;" and Mr. E. A. Hubbard, of Massachusetts, on "Why do pupils learn so much and know so little?" The answer of the speaker was that they study for the sake of reciting rather than for knowledge, and often learn the words of a lesson without mastering its thoughts.

Before the primary school section a paper was read by Dr. B. Joy Jeffries, of Boston, on "Teaching color in school;" also one by Mr. Daniel B. Hagar, of the Salem Normal School, on "The phonetic method of teaching reading." The latter drew forth Messrs. Parker, Leigh, Clarke, Philbrick, Eaton, and others, all except Colonel Parker favoring the phonetic method.

Before the grammar school section, Mr. Charles F. King, of Boston, read a paper on "Geography taught by topics," and Mr. Putnam, master of Franklin Grammar School, Boston, one on "The relation of the teacher and his methods to the moral culture of his pupils." Mr. Putnam disapproved of the self reporting system as tending to foster dishonesty. The discussion which followed showed a difference of opinion on this point.

The high school section listened to an address on "The poets in school" from Mr. William J. Rolfe, who thought too little use is made of poetry in the public schools, and one on the method of studying modern languages, by Mr. Hermann B. Boisen, of Boston, who insisted on the advantages of the conversational over book methods of teaching.—(National Journal of Education.)

ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

The Massachusetts Association of Classical and High School Teachers held its fourteenth annual meeting at Boston, April 9 and 10, 1881.

After the usual preliminary business, Mr. Forbes, of the Roxbury Latin School, presented a very ingenious method for practically illustrating the law of "The parallelogram of forces" by the use of a simple arrangement of weights and pulleys attached to a frame on the blackboard, on which the diagrams should be first drawn. Mr. Elbridge Smith, of Dorchester, added a few remarks on the use of an umbrella for the same purpose. Mr. John Tetlow, of the Girls' Latin School, followed with a plea for "Quantitative pronunciation in Latin," and Mr. S. Thurber urged admission to college on the recommendation of the teacher, without examination, taking the ground that by this means cramming is prevented and a more profitable use of the pupil's time insured, while the teacher's certificate is a much better indication of the fitness of the applicant than is the result of a college admission examination. A somewhat animated discussion followed, in which Professor Lincoln, of Brown University, Mr. W. C. Collar, Mr. Tetlow, Professor Hitchcock, of Amherst College, and Principal Ladd, of Chauncey Hall School, Boston, participated. Professor G. M. Lane, of Harvard College, read a paper on "Latin instruction." A discussion on "Requirements for admission to college in English," with special reference to Harvard, was opened with a paper by Mr. W. C. Collar, of the Roxbury Latin School, Professor Shipman of Tufts College, Professor W. P. Atkinson of

the Institute of Technology, and others participating. On the second day, after the election of officers for the ensuing year and the reports of committees, six short papers were given on "Sight translation," on an elucidation of two lines from the Iliad, on a phrase in Virgil, on the manipulation of glass, on Seeley's History and Politics, and on the uselessness of graduating exercises, Elbridge Smith, of Dorchester, closing with a report on the importance of a history of education in Massachusetts.—(Journal of Education.)

OBITUARY RECORD.

GEORGE B. EMERSON.

While Maine was still a part of Massachusetts, Mr. Emerson there first saw the light, September 12, 1797. His father, a physician of taste and culture, early taught his boy the languages and literature necessary to prepare him for college, aiding him also in his study of the botany and natural history of the neighborhood. He was thus at 16 ready to enter Harvard College, in the class with George Bancroft, Caleb Cushing, and others of almost equal note; he held his own with them to the time of graduation, when, teaching for a while to recruit his finances, he was recalled to Harvard as tutor in mathematics. Preparing for use in the college an important French text book on the calculus, he so commended himself to the authorities as to be offered the mathematical professorship while still only about 24. But being offered also the headship of the English Classical School of Boston, he preferred this to the professorship, because of the better opportunity it gave for testing certain theories he had as to methods of discipline and teaching. These aimed at very slight use of punishments, at a fair recognition of all honest progress, and at efforts to stimulate each pupil to endeavor to excel himself rather than excel his fellows. His success was so complete that within two years he was offered by some of the best men of Boston a salary of \$3,000 a year to give girls, in a special school for them, the advantage of his methods. He accepted it on condition that the school be limited to 32, and thenceforth always had it filled to this utmost limit, with pending applications for any vacancy that might occur. Of course a man thus demonstrating his ability gained influence, and he used this wisely in favor of better methods in the State school system, which he did much to improve and perfect. He died March 4, 1881, full of years and honors, an author of fair repute, a member of several learned societies, a doctor of laws of Harvard from 1859, and with the title of "The model teacher of the nineteenth century."

HENRY FOWLE DURANT.

This gentleman, known for many years as a successful lawyer at the Boston bar, will be better known in coming time as the generous founder of the first true college for women in the State of Massachusetts and one of the two or three very best in the United States. His original name was Henry Welles Smith, but when he came into active life he found embarrassment in business from the fact that there were several other Smiths with almost precisely the same name, and therefore had his changed by act of legislature to one embodying his mother's two family names. Born 1822, he entered Harvard at 15 with Edward Hammond Clarke, Thomas Wentworth Higginson, and others since well known, graduating with them in due course in 1841. Having studied law in connection with his collegiate studies, he was admitted to the bar in the same year in which he graduated, and was at once taken into partnership with his father and Benjamin F. Butler, in their law office at Lowell. Here he laid the foundation of that reputation for keen acumen and intense devotion to the cases given him which subsequently brought him fame and wealth. But Lowell was not wide enough for his ambition, and in 1846 he went to Boston, continually increasing his practice till he was about 40 years of age, when the death of his only son, a boy of high promise and ardently beloved, so saddened him that he threw up his profession and never tried a case again. Looking around for something to which he might devote the wealth he had amassed and had intended for his child, the thought of women's need of higher and wider opportunities for thorough education suggested the idea of founding for them such a college as might be eventually a Harvard for the sex. The thought grew into a purpose, the purpose was carried out with the decision that marked all his acts, and Wellesley College, with beautiful buildings, ample and charming grounds, full courses, numerous and eager students, will remain a splendid monument of Mr. Durant's intelligent and judicious liberality.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of State board of education, Boston.*

[Mr. Dickinson has held the position of secretary and chief executive officer of the board by successive annual election since 1876. His predecessors were Horace Mann, 1837-1848; Barnas Sears, 1848-1861; Joseph White, 1861-1876. His special aids have been for several years Messrs. George A. Walton and E. A. Hubbard, agents of the board for visitation of schools, conference with school committees, holding institutes, and use of other means for improving the public education given.]

MICHIGAN.
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	506, 221	518, 294	12, 073	-----
In primary school districts	292, 509	291, 431	-----	1, 078
In graded school districts	213, 712	226, 863	13, 151	-----
Enrolled in public schools	362, 556	371, 743	9, 187	-----
Enrolled in primary school districts	221, 403	219, 700	-----	1, 703
Enrolled in graded school districts	141, 153	152, 043	10, 890	-----
Per cent. of enrolment on whole number.	71.6	71.7	0.1	-----
Pupils in private or church schools.	18, 854	19, 788	934	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	6, 352	6, 526	174	-----
Districts that reported schools maintained.	6, 263	6, 281	18	-----
Districts with ungraded schools	5, 963	6, 115	152	-----
Districts with graded schools	389	411	22	-----
Number of public school-houses	6, 400	6, 575	175	-----
Number of sittings in the same	446, 029	454, 624	8, 595	-----
Volumes in public school libraries	261, 993	279, 884	17, 891	-----
Average time of schools in days	150	154	4	-----
Number of private or church schools	264	252	-----	12
Valuation of public school property	\$8, 977, 844	\$9, 384, 701	\$406, 857	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools	4, 072	4, 024	-----	48
Women teaching in the same	9, 877	10, 448	571	-----
Whole number teaching	13, 949	14, 472	523	-----
Average monthly pay of men	\$37 28	\$36 98	-----	\$0 30
Average monthly pay of women	25 73	25 78	\$0 05	-----
State teachers' institutes held	65	55	-----	10
Enrolment in these institutes	4, 482	4, 548	66	-----
Average enrolment at each	69	83	14	-----
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$3, 002, 032	\$3, 772, 321	\$770, 289	-----
Total expenditure for same	3, 109, 915	3, 417, 598	307, 683	-----
SCHOOL FUND.				
Amount of permanent fund available.	\$2, 880, 942	\$3, 040, 183	\$159, 241	-----

a Exclusive probably of school apparatus.

(From reports and returns of Hon. Cornelius B. Gower and Hon. Varnum B. Cochran, State superintendents of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, these are a superintendent of public instruction, with a 2 years' term; a board of education of 3 members, which has control of the State Normal School and examination of teachers for State certificates; and a board of 8 regents of the University of Michigan, elected by the people for terms of 8 years, 2 to be changed annually. The local officers are district boards of 3 each for terms of 3 years, with annual change of 1; township boards of school inspectors, with 3 members; a board of 6 trustees, with one-third annually changed, in districts having over 100 children of school age; and 3 county school examiners elected by the chairmen of township boards in each county at their annual meeting, 1 to be changed each year. Women of 21 are eligible to the office of school inspector, and with the usual qualifications of electors are entitled to vote in district meetings.—(School laws of 1881.)

OTHER FEATURES OF THE SYSTEM.

The school system extends from the lowest ungraded schools up to the State University, including a State Agricultural College, State Normal School, Institution for the Deaf and Dumb, School for the Blind, State Reform School (for boys), Reform School for Girls, and a Public School for Dependent Children, all supported by special appropriations from the State. The ordinary public schools are sustained from the income of a permanent school fund; a township tax of 1 mill on \$1; a district tax voted by the district for buying or building school-houses, the amount to be proportioned to the number of children of school age in the district. Where bonded indebtedness is incurred districts containing less than 10 children are not to raise more than \$250; districts containing between 10 and 30, \$500; and districts containing between 30 and 50, \$1,000; and such additional tax as shall be necessary to keep the school-houses in good repair, furnish apparatus, support libraries, pay liabilities and district officers, the amount not to exceed one-half that raised for building. To obtain State aid, schools must not be sectarian, must have been taught the time required by law¹ and by a legally qualified teacher. Teachers must hold one of the 3 grades of certificates of qualification given by the county boards of examiners,² subject to the approval of the State superintendent, or from the State board of education, authorizing them to teach throughout the State without further examination for 10 years. No school or department shall be taught separately on account of race or color. Township and district libraries, county teachers' institutes, and a State teachers' association are provided for.—(School law of 1881.)

GENERAL CONDITION.

The statistics for the year show a large and general advance. With 12,073 more youth of school age, 9,187 more were enrolled in the public schools, making 71.7 per cent. of the school population enrolled, an increase of one-tenth of 1 per cent., while in private and church schools there were 934 more than in the previous year, bringing up still higher the percentage of those under instruction. Of the public school pupils it may be noted, too, that while the ungraded schools had 1,703 fewer in attendance the graded ones had 10,890 more. For the additional pupils there was fair provision, as respects accommodation, in 8,595 more sittings, the districts with graded schools increasing in considerably larger proportion than the whole number maintaining schools. For imparting instruction there were 523 more teachers, 66 more having had some good normal training under the conductors of State institutes. The average enrolment at each one of these institutes was for the year 14 more than in the year preceding, showing a slight increase of disposition to improve, though not yet as much as could be wished for. Moreover, for the reading of both the teachers and the pupils, there were 17,891 more volumes in school libraries, with additional apparatus for the illustration of instruction, estimated by the superintendent to be worth about \$200,000. The permanent available State school fund increased \$159,241; the current receipts for public schools, \$770,289; the expenditure for them going up \$307,683. And all this increase, it is worth noting, came in a year when forest fires desolated large portions of three great counties, laying waste the farms, villages, and homes of the inhabitants and calling for large contributions from the people of the State.

While all the above things show a relative improvement that is very gratifying, there are some things stated positively and without comparison with the preceding year that show an excellent condition of affairs in matters of importance which, if compared with 1880, would also show considerable gains. For example: of the 6,526 school districts,

¹ Not less than 9 months of the year in districts having 800 children of school age, not less than 5 where there are from 80 to 800, and not less than 3 in all other districts.

² Changed by law of 1881 from township inspectors.

3,262 had uniform lists of text books; 852 had a prescribed course of study; 3,067 had dictionaries; 1,166 made no change of teachers during the year; 1,080 of the teachers had their certificates renewed without a reexamination; 302 held State Normal School diplomas, and 4,061 counted on making teaching a profession.

REPEAL OF THE COMPULSORY SCHOOL LAW.

Owing to the neglect of the compulsory school law, passed 10 years ago, the legislature in 1891 repealed it. It required children 8 to 14 years of age to be sent to public schools at least twelve weeks in each school year, unless excused for cause or educated elsewhere. (Letter from assistant State superintendent of public instruction.)

KINDERGÄRTEN.

In 1880-'81 four of these schools reported from Detroit, viz: the Kindergarten of the German-American Seminary, with 45 pupils; Mrs. Hailmann's Kindergarten, with 16; one organized in 1880, conducted by Maria C. Elder, with 12; and Miss Jennings's Kindergarten, organized in 1880, with 12, showing a total of 85 pupils. All these Kindergartens had the usual employments and appliances.

In Ionia City the Second Ward Kindergarten, organized in 1880, reported 1 conductor; it was connected with the public school, had 40 pupils, and provided the usual employments. One at Grand Rapids gave no data except that it was in connection with a primary school. — (Returns.)

For further information in regard to these schools reporting, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

In certain cities, under a general law for graded schools, there are boards of 6 trustees elected by the people for terms of 3 years, with annual change of 2; while some others are controlled by special laws. In Detroit, by an act of March, 1881, a school board of 12 is elected instead of 26 as formerly, 6 to serve for 2 years and 6 for 4, and to be elected from the city at large instead of 2 from each ward as before.

STATISTICS.

Cities.	Population, census of 1890.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Adrian.....	7,849	2,388	1,424	972	31	\$28,503
Ann Arbor.....	8,061	2,676	1,900	1,427	37	27,718
Bay City.....	20,693	5,953	2,991	1,803	48	35,079
Detroit.....	116,340	37,926	16,158	11,429	263	267,292
East Saginaw.....	19,016	6,429	3,189	2,508	59	64,513
Flint.....	8,409	2,373	2,166	1,278	37	29,858
Grand Rapids.....	32,016	10,635	5,853	3,649	105	90,952
Jackson.....	16,105	4,394	3,547	1,935	56	47,010
Kalamazoo.....	13,552	3,218	2,054	1,315	45	36,404
Leansing.....	8,319	2,347	1,588	966	31	21,598
Maskagon.....	11,262	4,007	2,015	1,288	33	35,885
Port Huron.....	8,883	3,003	1,836	.....	26	12,348
Saginaw.....	10,525	3,577	1,805	1,230	34	31,748

a The statistics include two districts, No. 1 and No. 17.

ADDITIONAL PARTICULARS.

In *Adrian* 30 per cent. of the population were of school age; 60 per cent. of these were enrolled in public schools, while 68.25 per cent. of those enrolled were in average daily attendance. Thirty-one teachers were employed, and expenditures for school purposes reached \$28,503. Special instruction was given in drawing and penmanship. The high school enrolled 199, with average daily attendance of 149; the grammar schools 503, average daily attendance 363; and the primary schools 722, average daily attendance 460. School property was valued at \$104,000. — (State report.)

Ann Arbor in 1880-'81 had 885 of her 1,900 public school pupils in primary grades, 545 in the grammar, and 470 in the high, under 37 teachers, all women except 5 in the high school. There were 6 school buildings, with 1,480 sittings, besides 7 rooms used only for recitations, all valued, with other school property, at \$140,500. There was an advance of 23 in enrolment over previous year, 20 of these being in the high school. The average daily attendance reached 75 per cent. of the enrolment and 95 per cent. of the average number belonging. The work of the year is said to have been carried forward

with unusual steadiness and smoothness. Most of the teachers made creditable advance in skill and methods of teaching. The course of study below the high school, covering 8 years, was carefully arranged with reference to its practical usefulness. More time than formerly was given to language work, while arithmetic, as heretofore, was studied from the first class entered up to that seeking admission to the high school. From lack of a regular teacher music received less attention than was desirable. There was an estimated enrolment of 200 in private and parochial schools.—(Report and return.)

In *Bay City* 29 per cent. of the population were of school age, and 50 per cent. of these were enrolled in the public schools, the average daily attendance being 60 per cent. on enrolment and 92 per cent. on average number belonging. In the primary grades the enrolment was 2,148, with average daily attendance of 1,277; in the grammar 670, with average daily attendance of 405; while in the high school it was 173 and average daily attendance 121. There were 48 teachers, all women but 2, and 7 school buildings, having 2,600 sittings, and 8 rooms used only for recitations, all valued, with other school property, at \$146,000. Instruction was given in drawing, and 250 pupils studied German. In private and parochial schools 500 were enrolled.—(Return.)

Detroit returned 43 per cent. of its school population in public schools and 71 per cent. of these in average daily attendance. The city public schools were classed as primary, grammar, and high, with a course covering 12 years, giving 4 to each division. The high school also had graduate and special students. The schools were under 263 teachers, 4 being special. There were 28 public school buildings, with 13,110 sittings, and, excluding 2 small rented buildings, they were valued, with sites, &c., at \$821,489. Special instruction was given in music, drawing, penmanship, and reading. Schools were taught 196 of the 200 school days. A night school for boys was held 81 nights in the high school building, with a total enrolment of 469 and an average attendance of 116, employing an average of 5 men teachers, at a cost of \$732.75. The usefulness of such schools was said to be no longer a question, although irregularity of attendance was a great difficulty. In the "training class for teachers" the first year's work was reported to have been eminently successful. There were 6,731 enrolled in private and parochial schools.—(City report and return.)

East Saginaw had 8 brick and 3 frame school buildings, with 3,075 sittings for study and 7 rooms used only for recitation, all valued, with other school property, at \$200,000. The schools were graded as primary, grammar, and high, with a course covering 12 years, giving 4 to each class of schools. In the primary there were 2,067 enrolled and 1,452 in average daily attendance; in the grammar 938, and 708 in daily attendance; in the high 184, with 148 in daily attendance. In all, 49.6 per cent. of school population were in the public schools, under 62 teachers. The schools were in session 194 of the 200 days of the school year. A night school for youths over 15 was taught 3 nights a week for three and a half months, with an enrolment of 125 boys and an average attendance of 60. The result was satisfactory. Special instruction was given in music, drawing, and penmanship. Irregularity of attendance continued, with some improvement, however, but the fact that the compulsory law remained a dead letter was regretted. The decrease in tardiness was encouraging. More school room was needed. The estimated enrolment in private and parochial schools was 400.—(City report and return.)

Flint reported 91 per cent. of its school population enrolled in the public schools, but only 59 per cent. of the enrolment was in average daily attendance. The schools were graded as primary, grammar, and high, the primary having 15 teachers, the grammar 17, the high 5. For these schools there were 7 buildings, with 1,770 sittings for study and 5 rooms for recitation; all, with sites, &c., valued at \$144,000. Special teachers in music and penmanship were employed. Schools were in session 195½ days. There were 95 enrolled in private and parochial schools.—(Return.)

Grand Rapids showed an increase of 851 in children of school age over the previous year, mainly due to the coming in of foreign laborers; but only 55 per cent. of the whole number were gathered into the public schools, and only 62 per cent. of those enrolled were retained in average daily attendance. The schools were graded as primary, grammar, and high, with a course of 12 years, giving 4 to each division. Of the 105 teachers, including those in evening schools, all but 16 were women. There were 16 school buildings, and with one or two exceptions they were substantial structures, supplying 4,834 sittings, 12 rooms for recitation, and 87 for study and recitation, each under one teacher; all valued, with sites, &c., at \$386,000. Music, drawing, and penmanship were taught by 2 special teachers. Of 11,952 volumes in the public school library 1,590 were added during the year. For night schools, 7 rooms were used and 7 teachers employed, with an enrolment of 280 and an average attendance of 70. The continuance of these schools was recommended. There was an estimated enrolment of 1,000 in private and parochial schools.—(City report and return.)

Jackson, which includes 2 districts in the city, reported an enrolment of 81 per cent.

of its total school population, and 54 per cent. of those enrolled in average daily attendance, under 56 teachers. School property was valued at \$160,000.—(State report.)

Kalamazoo, as compared with 1879-'80, showed a gain of 211 in children of school age, but a loss of 85 in enrolment and of 133 in average daily attendance. It had only 64 per cent. of its school population enrolled, and the same per cent. of those enrolled in average daily attendance, with 45 teachers and school property valued at \$119,700.—(State report.)

Lansing reported small gains in school population and attendance. It showed 68 per cent. of children of school age enrolled, 67 per cent. of those enrolled in average belonging, with 92 per cent. of these in average daily attendance, under 31 teachers; and estimated value of school property \$106,000.—(State report.)

Muskegon reported its public schools classed in the usual twelve years' course. The high school had two parallel courses, a Latin-scientific and an English-scientific, each of four years. The enrolment for the year in all the schools was 50 per cent. of the school population, while only 64 per cent. of those enrolled were in average daily attendance. The prevalence of diphtheria during the fall and winter reduced attendance. School property was valued at \$91,924.—(State and city reports.)

Port Huron had 5 school buildings, with 26 rooms for its primary, grammar, and high schools, valued, not including sites, &c., at \$80,000. The schools enrolled 61 per cent. of school population under 26 teachers and were taught 197 days. There were 300 enrolled in private and parochial schools.—(Return.)

Saginaw had 50 per cent. of the children of school age enrolled in its public schools and held 71 per cent. of the enrolment in average daily attendance under 34 teachers. For its schools, graded as high, grammar, and primary, there were 6 school buildings, with 1,656 sittings and 4 rooms used only for recitation, all valued, with other property, at \$100,000. Special instruction was given in music, drawing, and penmanship. Schools were taught 195 days. There was an enrolment of 600 in private and parochial schools.—(Return.)

TRAINING OF TEACHERS.

STATE PROVISION FOR NORMAL INSTRUCTION.

The *Michigan State Normal School*, Ypsilanti, in 1880-'81 placed itself in close relation with other schools of the State by a system of interchange of reports and acceptance of certificates of standing from those schools as a basis of admission to advanced standing. Greatly needed room in the "practice school" was provided for through a State appropriation of \$25,000, and a new building for that department was to be in readiness in September, 1882, when the State board hoped to reorganize the school and introduce a new plan of work. During the year the State board authorized changes in the courses of instruction so as to present five distinctly different courses, viz, scientific, language, literary, art, and common school, each covering 4 years, except the common school, which covers 2 years. By substituting a language in place of certain studies in the scientific, literary, or art course, students are said to have seventeen courses from which they may make a selection. In regard to the "professional course," the board ordered that students sustaining examinations or presenting certificates of standing in all the academic subjects in any course may complete the professional work of that course in 1 year; and, in regard to "professional training," that during the first year of the common school course, and the first and second years of the others, each pupil is required to note the methods of instruction pursued by the teacher and give an accurate account of the same.

There was a total enrolment of 492, of whom 174 were in the "practice school" and 318 were normal pupils under 12 instructors. Out of 90 students graduated, 80 were in the next school year engaged in teaching. Diplomas from the common school course entitle the holder to a certificate to teach 3 years in the public schools of the State without examination. Graduation from any of the higher courses entitles those holding diplomas to life certificates to teach in any public school in the State.—(State report, return, and circular.)

The course in the science and art of teaching in the University of Michigan, Ann Arbor, in 1880-'81 covered 1 year, divided into 2 subcourses which were substantially the same as in the previous year, except that in the first semester there were 4 lectures instead of 2, and a corresponding extension of the work. The general purpose in both was not so much to teach specific methods as to put students in firm possession of a body of doctrine, assuming that they can form for themselves their own art out of the principles they learn. In connection with each course a certain amount of reading was required, the general library affording a choice selection of 200 pedagogical works. Teachers' diplomas designed to be certificates of qualification were given to those who, pursuing one of the courses and some one other course of study with reference to teaching, by

special examination showed the required qualifications. Recitations and lectures were given 4 times a week through the year of 36 weeks. There was an enrolment of 71 normal students, with 1 instructor.— (Announcement, 1880-'81, and return.)

OTHER NORMAL TRAINING.

Mr. and Mrs. Hailmann still report from Detroit, where they opened in October, 1881, a new training class of ladies wishing to become Kindergartners, the course to last 8 months, with daily instruction and lectures.— (Kindergarten Messenger, August, 1881.)

Normal courses were reported in colleges, at Adrian, of 2 years; at Albion, of 4 years, with a shorter course of 3 years; at Battle Creek, a 4 years' regular course and 8 weeks' drill for teachers during the first 8 weeks of each college year; at Grand Traverse College, a normal course of undefined length; at Hillsdale, a 2 years' course, with diplomas of graduation instead of degrees; and at Olivet, a normal department of 3 courses, an elementary of 2 years, a full English of 3, and a language course of 4. A summer normal class of 5 weeks was held here in July and August.— (Catalogues.)

TEACHERS' INSTITUTES.

The State Teachers' Institute was held at Lansing July 5-8. The prime object of this meeting is to prepare for the institute work of the ensuing year by discussing the various methods of teaching the different topics which should be presented at the county institutes. There were 98 in attendance, among whom were 19 of the prominent instructors of the State. The work of preparing a manual for the institute work of the next two years was taken up, and each syllabus of the preceding one was frankly and fully criticised. These gentlemen brought to this work a large experience derived from active work in institutes, resulting in a manual said to be well adapted to its purpose. In addition to the labors of each day, an evening conference was held, where an interchange of views was had upon the minor details of institute management. Besides this, 54 institutes were held during the year in as many counties, with an aggregate enrolment of 4,450, making, with the State institute, 4,548, a gain of 66 over the previous year, although the number of institutes was less by 10. The average enrolment showed an increase of over 20 per cent. These institutes bring annually to the counties where they are held a well trained corps of educators, giving to the teachers the best methods and bringing some measure of professional training within the reach of all. They have thus become an important factor in the improvement of teachers.— (State report.)

EDUCATIONAL JOURNAL.

The Michigan School Moderator, the present educational paper of the State, was begun in the year 1880, and reached the close of the first volume September, 1881. It is published weekly at Grand Rapids, giving much information in regard to the school work in the State, and also that of the different States, with other matter bearing on methods of teaching and improvements in school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In 411 graded public school districts 60 high schools were reported, with a total enrolment of 6,563, an average belonging of 4,767, and an average daily attendance of 4,373.

Ann Arbor, with an enrolment of 470, offered 5 courses, classical, Latin, scientific, English, and commercial, each of the first 4 covering 4 years and the last covering 2. Detroit enrolled 773 in regular English, classical, Latin, and preparatory English courses of 4 years each. East Saginaw, with an enrolment of 184, offered classical, Latin, scientific, English, and English-German courses of 4 years each. Grand Rapids enrolled 410 in common English, preparatory English, classical, Latin-scientific, scientific and engineering, French, and German courses of 4 years each. Muskegon, with an enrolment of 84, had Latin-scientific and English-scientific courses of 4 years each.— (State and city reports.)

High schools within the State that have in any year been examined and approved by a committee from the faculty of the University of Michigan may in that year send their graduates into the freshman class of the university on their diplomas. At the beginning of the university year 1880-'81, such students were received from the high schools of Ann Arbor, Battle Creek, Coldwater, Corunna, Detroit, East Saginaw, Fenton, Flint, Grand Rapids, Jackson, Monroe, Pontiac, Saginaw, and Ypsilanti. At the opening of 1881-'82 they came from the schools of the same places, with the addition of Manistee, Milford, and Union City; also, from the Michigan Military Academy, Orchard Lake, which, within the year, had been accorded the same privilege as the high schools in this respect.— (Calendars of university for these years.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Michigan, Ann Arbor (non-sectarian), organized in 1841, is a part of the public educational system of the State. Its general control is vested in a board of 8 regents, elected by the people for terms of 8 years. From its small beginning, 40 years ago, with 53 students, its calendar for 1880-'81 shows an enrolment of 1,534. In accordance with the law of the State, the university has aimed to complete and crown the work begun in the public schools by supplying facilities for a liberal education, offering these privileges free of tuition to all of either sex in or out of the State who are qualified for admission. Its relation to the public schools of the State since 1871, when students from the approved high schools were first admitted on diplomas, has been closer than ever before. It comprises departments of literature, science, and the arts (which last now includes a school of political science as well as a department of the science and art of teaching), with schools of medicine and surgery (regular and homœopathic), law, pharmacy, and dental surgery. The school of political science was introduced during the year, following Cornell University, which was the first to have a school of history and political science, and keeping pace with Columbia College, which introduced such a course in 1880-'81. In the departments of literature, science, and arts different lines of study lead to the degrees of B. A., B. S., B. L., PH. B., C. E., and M. E. In this department there were 521 students; in that of medicine and surgery, 380; in the school of law, 371; in that of pharmacy, 88; in that of dental surgery, 86; and in the homœopathic medical college, 28; total number of students in the university, 1,534.

The other colleges reporting (all admitting women) are Adrian (Methodist Protestant), Albion (Methodist Episcopal), Battle Creek (Seventh Day Adventist), Hillsdale (Free Will Baptist), Kalamazoo (Baptist), Olivet (Congregational Presbyterian), all having post offices corresponding to their titles; while Grand Traverse College, Benzonia (Congregational), and Hope College, at Holland (Reformed Dutch), still remained on the list. All showed preparatory courses of 1 to 4 years and classical of 4; all but Hope College, scientific courses of 3 to 4 years; all but Hope and Kalamazoo, normal of 2 to 4 years. Battle Creek, Grand Traverse, and Hillsdale showed commercial courses, the last adding instruction in telegraphy. Battle Creek had a minor department for children under 14 years of age, also intended to serve as a model school, where a limited number of those preparing to teach are trained after the most approved methods. Excepting Kalamazoo and Grand Traverse, all had French and German in their courses, while Albion added Anglo-Saxon; Battle Creek, Danish; and Hope, Dutch. Schools of art and music appeared in the courses of Adrian, Albion, Olivet, and Hillsdale,¹ the latter adding a course of 4 years in philosophy. Albion showed separate Greek, Latin, Latin-scientific, English, and scientific courses of 4 years each, adding during the year a school of painting in connection with a literary course of 4 years, and introducing scientific vocal music as a specialty. Grand Traverse remained much as reported in 1878-'79, its burned buildings not having been fully replaced, and some difficulties in relation to funds still existing. In 1880-'81 its most important work was the education of teachers for schools in the vicinity. Hope was expressed that in the near future this school may accomplish its regular college work.

For statistics, see Table IX of the appendix; for summary of them, the report of the Commissioner preceding.

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As the university and colleges of this State admit women freely to their privileges, there has been no call for colleges especially for them. The only institution approximating this rank, and meant for young women only, has been for some years the Michigan Female Seminary, Kalamazoo, which the State visitors have in successive reports commended as giving a high order of instruction in class studies under healthy home influences, with some training in domestic occupations.—(State reports.)

¹An officer of Hillsdale College writes that from 1877 it has had a full school year of general geometry and calculus, practically elective, with a year of Greek and Latin. During this time the same number of ladies as gentlemen (10 of each) have elected this study in higher mathematics. A more interesting fact is that the ladies have shown as much interest as the gentlemen in this mathematical study, and equal ability in the work regularly assigned.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Michigan Agricultural College, Lansing, reported substantially the same regular course of 4 years, with elective and graduate courses, as in 1879-'80. The instruction is mainly practical in its character. Labor with fair compensation is furnished to the student. Under the auspices of the State board of agriculture, 6 farmers' institutes were held during the winter in different parts of the State, conducted in part by the faculty of the college.

There were 228 students in attendance during the year, and 33 graduated with the degree of B. S., bringing the total number of graduates up to 244. The relations of the college and the agricultural societies of the State were reported to be mutually friendly.

Scientific courses were reported in each of the 8 colleges of the State and in the university, that of the last comprising civil, mechanical, and mining engineering, with special and advanced courses in palæontology, zoölogy, botany, physics, astronomy, and chemistry.

For statistics of scientific schools, courses, and departments, see Tables IX and X of the appendix, and the summaries of them in the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—The following colleges showed theological courses: Adrian (Methodist Protestant), Battle Creek (Seventh Day Adventist), and Hillsdale (Free Will Baptist). In Adrian the school of theology was not fully defined. A 3 years' course, leading to the degree of B. D., was laid down, and instruction given so far as demanded apparently to students in the collegiate courses.

The department of theology in Battle Creek is designed for young men and women preparing for the ministry or missionary work, whose circumstances do not allow a complete collegiate course. A biblical course of 3 years was the only one yet arranged.

The theological department in Hillsdale reported an English course, embracing all the studies of the regular course except the ancient languages.

Those desiring admission to these schools must show a fair acquaintance with English studies.

Legal.—The law department of Michigan University furnished legal education in a course of 2 years of 6 months each, leading to the degree of LL. B. Each candidate was required to prepare a dissertation upon some legal topic, which must be satisfactory in matter, form, and style. There were in attendance during the year 371 students.—(Calendar.)

Medical.—The 2 medical schools of the Michigan University, that of medicine and surgery (regular) and the homœopathic, have since 1880 given instruction in required graded courses of 3 years of 9 months each, and in 2 extended optional courses, one of physiological and pathological chemistry, the other in toxicology. In both, women were admitted on the same conditions as men, instruction for the most part being given separately. Requirements for the degree of M. D. were substantially the same in both, viz, 3 years' study of medicine, including time at lectures, and a satisfactory examination in all the studies of the full course. There were 380 students in the regular school and 88 in the homœopathic.

Detroit Medical School has taken its place with the advanced medical schools of the United States, having inaugurated changes which require a preliminary examination in English, mathematics, and physics for all without evidence of high literary acquirements; a new course, to include 3 years of graded studies of 6 months each, with increased work in the laboratories during the first 2 courses; obligatory attendance upon 3 regular terms, instead of 2 as heretofore; the grading of both practical and didactic studies; daily clinical work during the entire last course; and a division of students into 3 distinctly graded classes.—(Announcement.)

The Michigan College of Medicine, Detroit, organized in 1880, announced for its session of 1881-'82 that it had adopted a standard of matriculation examination sufficiently high to insure the admission of none but thoroughly prepared students, this standard being that of the general medical council of Great Britain and Ireland. At the outset it adopted the graded system of teaching, and continued to require attendance on 3 graded courses of 6 months each. In its first year there were over 60 students; in its second, 76.—(Announcement.)

Dental.—The College of Dental Surgery of the University of Michigan reported a 3 years' graded course, and one of 2 years for those who could not complete the full course. For admission the candidate must be 18 years of age, must pass an examination in the ordinary English branches, or present a diploma from some college, academy, or high school, or must be a matriculate of the university. For graduation there must have been 3 years of study, an attendance on 2 full courses of lectures in the college, the submis-

sion of a thesis upon some subject of the course, the showing of some professional work, and evidence of skill and ability in treating cases.—(Calendar.)

Pharmacy.—In the school of pharmacy, also connected with the university, applicants for admission not having diplomas from high schools or certificates of good standing in higher institutions must undergo an examination in English, mathematics, and Latin. For graduation the student must have completed a graded course of 2 years, covering 9 months in each year and comprising daily recitations and lectures, work in the laboratories of 3 to 4 hours daily through the 2 years, 3 semesters of analytical chemistry, 1 of microbotany, and 1 of pharmaceutical chemistry.—(Calendar.)

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Michigan Institution for Educating the Deaf and Dumb*, Flint, consists of 3 departments (primary, with 5 grades; grammar, with 3; and academic, with 2), embracing the ordinary common school branches. In 1881 it was under 14 instructors, 2 being for semi-mutes and 1 a special teacher of articulation and lip reading. There were 249 students in attendance during the year, making 886 since its foundation. The boys were taught printing, cabinet and shoe making, and the girls various kinds of needlework.—(State report and return.)

The *Evangelical Lutheran Institution for the Deaf and Dumb*, Norris, was under the control of the aid society of that denomination. It had 3 instructors and 41 pupils, and gave instruction in the ordinary English studies, including religion, object teaching, and drawing.—(Return.)

The *Class in Articulation for the Deaf*, Marquette, reported as a private institution, under 1 instructor, with 3 pupils, who were receiving training in the common English branches.—(Return.)

The *Michigan School for the Blind*, Lansing, for 1880-'81 reported 23 instructors and employes and 63 pupils, making 72 since its opening in 1879. The method of imparting instruction was strictly oral. There were 55 in the literary department, while 33 were taught instrumental and 32 vocal music. In addition to the common English branches the pupils were instructed in civil government, botany, natural philosophy, and geology. The girls were taught sewing, mending, and knitting, the boys broom making. General information was given in evening readings by the teachers.—(State report and return.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The *State Public School for Dependent Children*, Coldwater, reported in 1880-'81 as a "half-way house to a home," receives children 3 to 12 years of age. The school was open 11 months of the year; the children were in school 4½ hours a day and at work 3 hours. There were 42 officers, teachers, and assistants, with an attendance of 284. The studies were arranged as primary, intermediate, and grammar, including reading, writing, arithmetic, drawing, music, &c. The boys were taught farming and shoemaking; the girls, sewing, knitting, and general housework. The system is the family and congregate combined. As families of 25 or 30 they live in cottages, over which preside cultivated ladies, and are together only at meals, in school, and at work. On reaching 16 the children are placed in families. Of the 1,081 received, the greater part were taken from poorhouses, and 525 had been indentured up to 1880, averaging about 100 a year. By law the agent of the State board of correction and charities is the guardian of these children while minors.—(State report, return for 1880-'81, and report of State board of correction and charities, 1879-'80.)

The following private charities provide for the education of children in the common English branches, in the ordinary home industries, and provide homes in good families: The *Protestant Orphan Asylum*, Detroit, founded in 1840; the *Industrial School*, Detroit, established in 1857; the *Home of the Friendless*, founded in 1861; the two *St. Vincent's Orphan Asylums*, Detroit, one established in 1853, the other, for male orphans, in 1868. In 1880 these institutions had from five to six hundred children under their care.—(Report of the board of correction and charities.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, situated on a farm of 224 acres near Lansing, was reported to be doing well. In 1880-'81 there were 309 inmates, 158 having been received and 165 released. While the average time of keeping the boys in the institution was only 2 years, those leaving were proving themselves more worthy of confidence than at any previous time. Aided by the county agents of the State board of correction and charities,

the superintendent had found homes for many of his boys. The main building was completed, a spacious play-house nearly so, and a new chapel, for which \$10,000 had been appropriated and which was to contain a reading and library room, in addition to the audience room, was well under way. The aim in the school room was to give each boy before leaving a fair knowledge of the common English branches, in connection with the usual industries of such institutions.—(State report.)

The *Michigan Reform School for Girls*, Adrian, was opened on August 1, 1881. There were two cottages completed, with room for 64 pupils, and a building for chapel and school, with two additional cottages, was in course of erection. The course of study embraced five classes, including penmanship and drawing; while botany, gardening, and light gymnastics received attention. Training in singing and systematic Bible study, with daily moral lessons, entered into the plan of instruction. The forenoon of each day was devoted to domestic duties, while two hours of the afternoon and a portion of each evening were for school instruction. At date of report (October 1) there were 18 girls who were eager to learn and were making fair progress.—(State report.)

The *Detroit House of Correction* is a penal institution built and governed by the city of Detroit, the State legislature having enacted and approved a law for its organization in 1861. This institution is intermediate between the alms-house and State prison, receiving young men between the ages of 16 and 22, and all females who shall, for the first time, be convicted of any crime, treason and murder excepted. It was sustained by its industries and had excellent school and chapel accommodations. The average number of inmates was 500—400 males and 100 females.—(Report of board of correction and charities.)

The *Michigan State House of Correction and Reformatory*, established at Ionia in 1877, was originally limited to persons 16 to 25 and to criminals of lower grade than State prison offenders. By removal of all limitation of age and opening the institution for the committal of all disorderly persons, the reformatory has been substantially changed to a prison. During the year 889 were committed and 845 discharged. Of the whole number 699 could read and write, while 85 had learned to read and 80 to write since entering. Ten hours a day were given to industrial pursuits, and one and one-half hours of each evening to school, where the common English branches were taught. In the shops the inmates were instructed in the manufacture of pails, tubs, and toy furniture, shoe and cigar making, carpentry, and masonry.—(Report of the State board of correction and charities and return.)

INSTRUCTION OF CHILDREN IN POORHOUSES.

Children from the county poorhouses in the State were in 1880-'81, as before, sent to the district schools until they could be accommodated at the State Public School at Coldwater. In one instance the poorhouse constituted the district school, and a qualified teacher was employed. One district voted not to allow the children of the poorhouse to attend the public school. In some counties no poor children were allowed to stay in the poorhouses, being either bound out or sent to the State school.—(Report of State board of correction and charities.)

EDUCATIONAL CONVENTION.

MICHIGAN STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of this association was held at Lansing, December 27-29, 1881, with 161 members. The association was called to order the morning of the 28th by the president, Austin George, and opened with devotional exercises by Prof. D. Putnam. The president then delivered an address on "The citizen of the world." This was followed by three papers on "The various relations sustained by the county board," "The grades and requirements for certificates," and "Examination in the theory and art of teaching." The discussion which followed these concluded the morning session. In the afternoon the county examiners met, and, after considering various questions of interest, pledged their united efforts to make the new system of examination of teachers and supervision of schools a success throughout the State. At the afternoon session followed an address on "School boards, their responsibilities to the people and their duties to the schools." After the appointment of the usual committees, a paper was read on "A year's experience in a departmental graded school," which gave rise to warm discussion. A committee on pedagogical text books reported a list of books which was adopted. The evening was devoted to music and an address on "The genius of industry." During the morning session of the 29th, an address was given on "The educational system of Germany" and a paper was read on "Our street gamins." In the afternoon this was followed by papers on "School hygiene" and "Industrial education." The usual resolutions were then adopted, officers for the ensuing year elected, and the association adjourned.—(State report.)

OBITUARY RECORD.

For an obituary notice of Rev. Erastus Otis Havens, D. D., LL. D., for 8 years connected with the University of Michigan as professor and president, see New York, pp. 191-2.

GEORGE PALMER WILLIAMS, LL. D.

This gentleman was born at Woodstock, Vt., in 1802, and after graduating at the university of that State in 1825 and spending two years at the Andover Theological Seminary, became principal of the preparatory grammar school of Kenyon College, Gambier, Ohio, in 1828, where he remained till 1830, and then was chosen professor of languages in the Western University of Pennsylvania, Pittsburgh. Returning to Gambier in 1832 he remained some years as principal of the senior department of the grammar school, and in 1837 began his career as professor in the University of Michigan, first as manager of a branch at Pontiac and next at Ann Arbor, where for forty years he served successively as acting president, professor of ancient languages, and professor of mathematics and physics. By his accurate scholarship, his enthusiasm as a teacher, his warm benevolence, and the inspiring character of his christian virtues, he contributed largely to the growth of the university and the mental culture and moral advancement of generations of students, becoming, by his long and wise service, the Nestor of the institution. He died September 4, 1881, and the news of his death, it is said, "fell upon hundreds of hearts with the shock of a personal bereavement."—(State report, 1881.)

HENRY PHILIP TAPPAN, D. D., LL. D.

Dr. Tappan was born at Rhinebeck, N. Y., April 18, 1805. He graduated with high honors from Union College in 1825, and after three years at Auburn Theological Seminary, became pastor of the Congregational Church at Pittsfield, Mass. He remained here till 1831, when he sought to restore his impaired health by a trip to the West Indies. On his return in 1832, he accepted the chair of moral and intellectual philosophy in the University of the City of New York. At the end of six years he resigned, and spent much of the succeeding fourteen years in authorship, rising in the department of mental and moral science to a high rank among the thinkers of his day. In the autumn of 1852 he resumed his duties at the University of the City of New York, but soon after accepted the presidency of the University of Michigan, for which his valuable work on University Education had recommended him. The university being young and he the first president, he found a ready field for the application of his advanced theories as to the nature and scope of his ideal American university. Entering upon his work with zeal and hopefulness, he marked out the lines along which its progress was to be secured, and then breathed into it the impulse of his own spirit. The breadth and comprehensiveness of the university system should be ascribed to President Tappan more than to any other single man. His connection with it ceased in 1863, from which time he resided mostly abroad, dying at Vevay, Switzerland, November 15, 1881.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. VARNUM B. COCHRAN, *State superintendent of public instruction, Lansing.*

[Term, by election, January 1, 1881, to January 1, 1883.]

MINNESOTA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....		300, 923		
Different pupils in public schools.....	180, 248	177, 278		2, 970
Number of these in graded schools.....	36, 700			
Average daily attendance in public schools.....		79, 901		
Average attendance in graded schools.....	24, 372			
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	4, 244	4, 328	84	
Districts with graded schools.....	85			
Number of graded schools.....	3, 693			
Public school-houses reported.....		4, 101		
Valuation of all public school property.....	\$3, 156, 210	\$3, 715, 769	\$559, 559	
Average time of schools in days.....	94	100	6	
TEACHERS AND THEIR PAY.				
Men teaching in the public schools.....	1, 874	1, 811		63
Women teaching in the same.....	3, 341	3, 760	419	
Whole number employed.....	5, 215	5, 571	356	
Average monthly pay of men.....	\$35 29	\$36 52	\$1 23	
Average monthly pay of women.....	27 52	28 62	1 10	
INCOME AND EXPENDITURE.				
Whole income for the public schools.....	\$1, 528, 011	\$1, 679, 297	\$151, 286	
Whole expenditure for them.....	1, 706, 114	1, 466, 492		\$239, 622
STATE SCHOOL FUND.				
Amount of such fund available.....	\$4, 449, 728	\$4, 835, 476	\$385, 748	

(From the report of Hon. David Burt, State superintendent of public instruction, for 1879-'80, and a return by his successor, Hon. D. H. Kiehle, for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

There is for the State a superintendent of public instruction appointed by the governor, with consent of the senate, for two years, who has general charge of the public schools, is a member ex officio of the board of ten regents of the State university, acts as secretary of the board of directors of the State normal schools, and is associated with the governor and president of the university in a State high school board. For each county there is a superintendent of schools elected every two years; for common school districts, a board of three trustees; for independent school districts, a board of six directors, who may appoint three competent persons as school examiners and may elect a superintendent of schools, who is ex officio a member of the board. The members of each board are chosen for three years, with annual change of one-third. Women may vote for school officers and hold school offices. — (School laws.)

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident youth of school age, and are sustained from the proceeds of a State school fund, from a county tax of 1 mill on \$1, from the proceeds of fines, estrays, and liquor licenses, and from an optional district tax not to exceed 9 mills on \$1 for schools or 10 mills for school-houses. The State money is apportioned to each county in proportion to the youth of school age actually enrolled in the public schools that have had three months' term yearly taught by qualified teachers who have reported the statistics required by law. The amount derived from county tax is returned to each district in the exact sums collected in said district. Teachers must have certificates of qualification, to be legally employed, and cannot receive pay for the last month of service until their registers are properly filled out and returned to the district clerk.

The State appropriates \$3,000 annually to defray the expenses of teachers' institutes to be held by the State superintendent in the sparsely settled counties for one week, and of normal training schools for teachers in the thickly settled localities, continuing at least four weeks.—(School laws, 1877.)

GENERAL CONDITION.

From lack of a printed report giving the details of school work and legislation respecting it in 1880-'81, no full view of the general condition of school affairs for the year can be presented, and, as the superintendent died before completing his report, perhaps no complete account can ever be prepared. As far as the comparatively few statistics that have reached this Bureau go they show advance upon the whole, but an advance that seems hardly commensurate with the increase of population, of material development, and of wealth. Emigration from the more eastern States and Europe poured into the State during the year and new agricultural regions were developed; but, with an unquestionably large increase in children of school age, it appears from the returns received that there were 2,970 fewer children in the public schools. Still, the school accommodations were much improved, the time of schools was lengthened, the number of teachers was increased, and many of the new ones had the advantage of good normal training in institutes and normal schools. There was an increase of \$385,748 in the permanent State school fund and of \$151,286 in the school income, yet this seems to have led to increased expenditure only in building or repairing school-houses and giving teachers higher wages, the whole expenditure decreasing by \$239,622.

KINDERGÄRTEN.

The first school of this class in the State was established in 1868 at St. Paul, and reported for 1881 7 teachers and 60 pupils. Kindergärten established later at Minneapolis and Winona each report from 30 to 40 in attendance. For further statistics, see Table V of the appendix, and a summary of the same in the report of the Commissioner preceding.—(Returns, 1881.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general law, all cities, towns, and villages organized into independent school districts since 1877 must have boards of education of six directors, elected by the people for terms of three years, with provision for annual change of two members. Certain cities are organized under special laws and vary as to their school boards. Each board may elect a city superintendent, who becomes by such election a member of the board and chief executive officer of the schools.—(School law, 1877.)

STATISTICS.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Minneapolis	46,887	16,600	6,720	4,475	133	\$150,456
St. Paul	41,473	.....	4,338	3,515	102	113,413
Stillwater	9,055	.....	1,006	800	20	24,120
Winona	10,208	2,360	1,762	1,335	34	628,958

^a The figures given for Stillwater are for 1879-'80, no later ones having been received.

^b Total of items reported.

ADDITIONAL PARTICULARS.

Minneapolis divided her schools (which were taught for 185 days) into primary, grammar, and high, and had 15 school buildings (an increase of 1 during the year), containing 5,500 sittings for study, valued with sites and furniture at \$418,104. An increase of 13 teachers, of 3,794 children of school age, of 578 enrolled in public schools, and of 227 in average attendance, appears for 1881. Drawing was taught by a special teacher.—(Return, 1881.)

St. Paul for 1881 reports 14 buildings (2 of them erected and 1 enlarged at a cost of \$70,000 during the year), with 3,728 sittings, all valued at \$254,000. The schools included all grades from primary to high and were taught 198 days by the 102 teachers. The enrolment for 1881 was the same as for 1880, with an increase of 485 in average daily attendance. Special teachers were employed for music, drawing, and penmanship. An enrolment of 1,800 in private and church schools is given. An evening school opened by the board of education had an enrolment of 212.—(Return, 1881, and Journal of Education, October 20, 1881.)

Stillwater sends no report for 1881.

Winona reports 3 buildings for graded schools and 1 for a high school, with 1,918 sittings, valued, with grounds, &c., at \$180,200. An increase of 49 in enrolment and of 219 in daily attendance is noted. Special instruction is reported in drawing and penmanship and an enrolment of 350 in private schools.—(Return, 1881.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

This State has 3 normal schools, one at Winona (opened in 1860), another at Mankato (in 1868), and a third at St. Cloud (in 1869). To each in 1881 it gave \$12,000, which seems to have been supplemented from some other sources. The normal school board at its semiannual meeting toward the close of 1881 reported all to be prosperous beyond the experience of any former year. Each appears to have an elementary course of 2 years and an advanced course of the same length, these overlapping for a year, so that those who go continuously through have only a 3 years' course. Winona has also a professional class for those who pass examinations in the academic studies of either course and who are willing to give another year to the philosophy and history of education, methods of teaching, school economy, &c. It also retained the Kindergarten training formerly reported in the model or practice school which it maintained, the others also having model schools, but without the Kindergarten. The 3 report to this Bureau for 1880-'81 a total of 32 teachers, 539 normal students, and 369 others, with 81 graduates for the year. A somewhat larger number of students, probably including some counted twice, was reported to the normal school board. All report instruction in drawing and vocal music, laboratories for chemical experiments, apparatus for illustrating physics, and model schools for practice teaching.—(Reports and returns.)

TEACHERS' INSTITUTES.

A State teachers' institute was held at the Winona Normal School during the month of May, 1881. It was an earnest working institute, with 134 teachers in attendance, 77 of them students that had been connected with the school during the year. Most of the work was done in sections, under the instruction of the regular faculty of the school, with special teachers of penmanship and voice culture.

By a recent act of the legislature institute work has been reorganized in the State, and 1 teacher from each normal school has been appointed institute instructor, to be assisted by the county superintendent of each county where an institute is held. The institute instructor of the Winona school reports 3 institutes of 2 weeks each held by him during the year. From those of the other schools no report appears up to the date of going to press.—(Minnesota Journal of Education and normal school reports.)

OTHER NORMAL TRAINING.

Courses of instruction in botany, chemistry, and geology were given at the University of Minnesota during July, 1881, principally to offer to the teachers of the State an opportunity to still better prepare themselves for teaching the sciences. Normal courses were offered in the Minneapolis Academy, Minneapolis; High Forest Methodist Episcopal Seminary, High Forest; and at Gustavus Adolphus College, St. Peter. Classes for instruction in methods of teaching are reported to be formed at the beginning of each term at Rochester English and Classical School, Rochester.—(Catalogues, 1881.)

EDUCATIONAL JOURNALS.

The Minnesota Journal of Education, published monthly, issued its first number in December, 1881. It promises to be a useful journal, devoted to the cause of education, and will be the official organ of the State superintendent of public instruction.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By act of the legislature approved March, 1881, the governor, superintendent of public instruction, and the president of the University of Minnesota were constituted a board of commissioners for the encouragement of higher education and called the "high school board." The act provides \$400 annually to be paid to any public graded school in any city or village which shall give free preparatory instruction according to the provisions of this act; that is, have a regular course of study embracing all branches requisite for admission to the collegiate department of the University of Minnesota. A supplementary act of November, 1881, grants the high school board full discretionary power to consider and act upon all applications of schools for State aid, and further provides that not more than 3 schools shall be aided in each county in any one year. A school once accepted and continuing to comply with the law shall receive aid not less than 3 years. By an organized system of written examinations on the studies of the "college preparatory course" every pupil who passes successfully is to be entitled to a certificate of admission to the State University without further examination in the study or studies named. In December, 1881, the board reported 36 high schools that had complied with the requirements and were receiving aid.—(Calendar of University of Minnesota, 1881.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota, Minneapolis (non-sectarian), offers free instruction to all persons over 14 years of age who may pass the required examinations. The board of regents, which has control of the university, is authorized by law to establish any desired number of departments or colleges, 6 having been specified; a department of elementary instruction, otherwise called "the collegiate department;" a department of science, literature, and the arts; a college of agriculture; a college of mechanic arts; a department of medicine, and a department of law. The first 4 have been established. A 3 years' course in the elementary department is introductory to the final 2 years' courses of the 3 other departments named.

The legislature of 1881 appropriated \$30,000 a year for six years for the erection and outfit of additional buildings, viz: a farm house, a building for the college of mechanic arts, a military building, an astronomical observatory, a museum, and a library; but the great expense incurred by the State in rebuilding the State capitol, destroyed by fire in March, 1881, has led the board of regents to delay, for a time, the erection of any of these buildings.—(Calendar for 1881.)

The other colleges reported for 1881 are Hamline University, Hamline (Methodist Episcopal), Augsburg Seminary, Minneapolis (Evangelical Lutheran), each having a preparatory department and a 4 years' course, either classical or scientific; Macalester College, Minneapolis (Presbyterian), with only a preparatory school at present; and Carleton College, Northfield (Congregational), still maintaining its former high standard, with a preparatory department and 4 courses of study of 4 years each. St. John's College, Collegeville (Roman Catholic), is believed to maintain still its classical, scientific, commercial, and ecclesiastical courses, although not heard from.—(Catalogues and returns, 1881.)

For statistics, see Table IX of the appendix, and summary of the same in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University, above referred to, admit young women to all their privileges. Two other schools, offering collegiate training to women only, report for some part of 1881, viz: St. Mary's Hall, Faribault (Protestant Episcopal), and Bennet Seminary, Minneapolis (non-sectarian). Both present ample teaching force, with preparatory English and respectable collegiate courses, the latter of 4 years. For separate statistics, see Table VIII of appendix; for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Minnesota, Carleton College, Hamline University, St. John's College, and Augsburg Seminary offer special scientific courses.

The *State University*, in its college of agriculture, has an elementary course agreeing with the regular scientific, and an advanced course giving special training in the sciences relating to agriculture and leading to an appropriate degree. Its college of mechanic

arts has 3 courses of 2 years each, to which graduates in the scientific course or others passing the required examinations are admitted. The graduates are entitled to appropriate degrees in civil or mechanical engineering and in architecture. Special courses in shop work, drawing, &c., and an evening course in mechanical drawing for mechanics and apprentices have been established. Instruction in military science is given to the preparatory class and the first 2 collegiate classes.

Carleton College has been made a United States signal station and has an observatory supplied with all the necessary apparatus for meteorological observations and the study of astronomy. It also has a "science building," with all modern appliances for the pursuit of scientific studies and a course of higher mathematics. — (Catalogues, 1881.)

PROFESSIONAL.

Theology, in courses of 3 years, is taught at Seabury Divinity School, Faribault (Protestant Episcopal), and Augsburg Seminary, Minneapolis (Evangelical Lutheran), and in a 4 years' course at St. John's College, Collegeville (Roman Catholic). All have arrangements for preparatory training in the case of those who are not college graduates and cannot take a collegiate course; but at the Seabury School, at least, such a course is expected and is earnestly recommended to all that have not taken it. — (Catalogues and circulars.)

Law is eventually to be taught at the State University, but this department had not in 1881 been established, and there were no other law schools reported for that year.

Medicine is also to have its department at the University; but, this not being set on foot, the Minnesota College Hospital, Minneapolis, has been adopted as the title of a medical school of the "regular" type, organized October 17, 1881, in that city, which absorbed the St. Paul Medical College, organized the preceding year, and was opened for instruction in the hospital building, Minneapolis, November 1, 1881. All applicants for instruction are required to subject themselves to the usual 3 years of tutelage and to pass a preliminary examination, unless graduates of a high school. The course appears to be a 3 years' graded one, the annual lecture course covering, however, only the minimum 20 weeks of the American Medical College Association, instead of the 8 months annually, which is reported to have been the yearly term of the St. Paul Medical College, out of which this grew. More than 30 students are said to have entered for the first year. — (Letter from the dean and advertisement in the Minnesota Journal of Education.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, Faribault, sent in a biennial report for 1879-'80, and no later information has been received in regard to the deaf and dumb. At that time there were 7 instructors and 134 pupils. A return for 1881 from the department for the blind gives the number of instructors and employes as 11, pupils 28, making 57 since the opening in 1866. All receive instruction in the common English branches, with such higher English instruction as may be called for and such industries as are suited to their conditions. Lessons in drawing and in articulation to such as are capable of receiving them are given to the deaf and dumb. Music (vocal and instrumental), point writing, and the use of the type writer are taught the blind. — (Report, 1880; return, 1881.)

EDUCATION OF THE FEEBLE-MINDED.

The Minnesota Experimental School for Imbeciles, Faribault, established in 1879, issued its first biennial report in 1881, showing that 25 pupils had been received during the 2 years and that 21 were still in attendance. The progress in school work and the general improvement in the children are encouraging alike to teachers and parents, and prove the present and prospective value of this school to the State. — (Report, 1881.)

REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, in its biennial report for 1879-'80, gives 119 inmates in November, 1880, who were taught the common English branches 4 hours a day 5 days in the week, the hours out of school being spent in learning some useful trade by which they might earn an honest living on leaving the institution. No later returns have been received. — (Report, 1879-'80.)

EDUCATIONAL CONVENTIONS.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

Notice was given that the meeting of this association was to be held at Lake City, August 15, 1881, but no account of its proceedings has reached this Bureau, and it is supposed that the death of Superintendent Burt may have prevented the holding of the session.

CONVENTION OF COUNTY SUPERINTENDENTS.

The first number of the new Minnesota Journal of Education, December, 1881, gave notice that the county superintendents of schools were to meet at St. Paul, December 27-29, and to discuss the examination and grading of teachers, making visitations profitable, improvement of teachers, economizing time of country schools, the practicability and advantage of grading country schools. Subsequent numbers of the journal give no account of what was done.

OBITUARY RECORD.

HON. DAVID BURT.

The late Hon. David Burt, superintendent of public instruction, was born in Monson, Mass., August 2, 1822, and graduated from Oberlin College in 1847; he afterward entered Andover Theological Seminary (Congregational), and graduated therefrom in 1851. His entire life was occupied in ministerial or educational work. On account of bronchial troubles, which were the final cause of his death, he removed to Winona, Minn., and accepted a pastorate in 1858. He served on the board of the State normal schools; was a member of the State Teachers' Association; was superintendent of schools for the county of Winona, and in 1875 was appointed State superintendent of public instruction. He died at his home in Northfield, Minn., September 13, 1881, having then served three full terms as State superintendent and about four months of a fourth term, and having done much toward the fuller organization of the school system of the State and the development of the high school as a link between the lower schools and the university.

CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[It is supposed that Mr. Kiehle's term covers the unexpired part of Dr. Burt's fourth term, which will terminate with the first Tuesday in April, 1883.]

MISSISSIPPI.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21), white..	175, 251	180, 530	5, 279	-----
Youth of school age (5-21), colored..	251, 438	239, 433	-----	12, 005
Whole number of school age..	426, 689	419, 963	-----	6, 726
Whites enrolled in public schools..	112, 944	111, 655	-----	1, 289
Colored enrolled in public schools..	123, 710	125, 633	1, 923	-----
Whole enrolment for the year..	236, 654	237, 288	634	-----
Average monthly enrolment, white..	86, 038	91, 454	5, 416	-----
Average monthly enrolment, colored.	98, 850	103, 114	4, 264	-----
Whole average monthly enrolment..	184, 888	194, 568	9, 680	-----
Average daily attendance, white..	72, 881	74, 647	1, 766	-----
Average daily attendance, colored..	83, 880	85, 417	1, 537	-----
Whole average daily attendance..	156, 761	160, 064	3, 303	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Average time of schools in days, cities.	177	138	-----	39
Average time of schools in days, country.	74.5	78	3.5	-----
TEACHERS AND THEIR PAY.				
White teachers employed.....	3, 255	3, 414	159	-----
Colored teachers employed.....	2, 314	2, 644	330	-----
Number of men teaching.....	3, 411	3, 572	161	-----
Number of women teaching.....	2, 158	2, 486	328	-----
Whole number in public schools..	5, 569	6, 058	489	-----
Average monthly pay of teachers..	\$30 05	\$30 07	\$0 02	-----
INCOME AND EXPENDITURES.				
Whole receipts for public schools..	\$739, 026	\$716, 343	-----	\$22, 683
Whole expenditure for same.....	830, 705	757, 758	-----	72, 947
STATE SCHOOL FUND.				
Amount of available fund.....	\$815, 229	\$800, 000	-----	\$15, 229

(From biennial report for 1880 and 1881 and return for 1881 of Hon. J. A. Smith, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public education is elected quadriennially by popular vote, who also acts as president of the State board of education, the other members being the secretary of state and attorney general. County superintendents are appointed by the State board, with the advice of the senate, after examination by a county board appointed for that purpose every four years.¹ At an annual meeting of the patrons of each

¹ This board is composed of three persons, one chosen by the judge of the circuit court, one by the chancellor of the chancery district in which the county lies, and the third by the board of supervisors of the county. At least two of those selected must be professional educators.

school three persons from among their number are elected trustees for the school, except in towns of 1,000 or more inhabitants, constituting a separate district, in which the mayor, aldermen, and county superintendent have control.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons of school age (5-21) in the State and are to be taught at least four months of 20 days each. Separate schools, with equal advantages, are required for the two races, with not more than two schools for each color in any township, unless by the concurrence of the board of supervisors and county superintendent. To sustain the schools, the proceeds of the public school fund, of the sale of lands forfeited to the State, of liquor licenses and fines, with those from poll taxes not to exceed \$2 a head, are distributed among the several counties, according to the number of educable children. To the share of this which falls to a township are to be added the proceeds of sixteenth section lands. Each district¹ may levy a tax of not more than three mills on the dollar to assist in maintaining its public schools, and in towns constituting a separate district an additional levy may be made for fuel and other necessities. Teachers must hold certificates from the county superintendent and must be paid according to the grade of their certificate and number of children attending at a rate fixed by law. Cities and towns may give additional compensation. Text books agreed upon by the teachers and supervisors of each county cannot be changed within 5 years.

GENERAL CONDITION.

The statistics for 1880-'81 show, on the whole, very fair advance in the work of educating the children of the State. Receipts and expenditures for public schools fell off, perhaps because of the extensive inundations which paralyzed the industries of several counties. The number of white pupils enrolled in the public schools and the average term of schools in cities also decreased, presumably from the same cause. But with these exceptions and a slight decline in the valuation of the State school fund, all seems to have been improvement. More teachers by 489 were employed, at about the same rate of pay, and although the number of colored youth of school age ran 12,005 below the enumeration of the previous year, 1,923 more colored pupils were in the State schools, so that, notwithstanding a decline of 1,289 in enrolment of whites, the average monthly attendance in State schools went 9,680 beyond that of 1879-'80, and the average daily attendance 3,303 beyond; the average time of county schools was prolonged 3½ days. This is a creditable record for a year of great calamity, and indicates increasing interest in the public schools on the part of a large class of the population, and especially on the part of those who most need the advantages those schools afford.

PEABODY FUND AID.

The agent of the Peabody fund trustees allotted to Mississippi \$3,950 in aid of the State system for 1881. Of this amount \$2,750 went for the training of specially selected teachers for the State in the normal college at Nashville, Tenn., \$200 for training other teachers in the school of the State at Holly Springs, and \$1,000 for training of all the employed teachers in institutes.

CITY SCHOOL SYSTEM.

OFFICERS.

Any incorporated town of 1,000 or more inhabitants may constitute a separate school district if the mayor and aldermen so elect. They are to appoint three persons as school trustees, who shall hold office one year and look after the interests of the schools. The county superintendent is to have the same jurisdiction over city as over county schools.

Vicksburg (the only city that in 1880-'81 had 7,500 or more inhabitants), under a special act of 1878, has a school board of 2 trustees for each ward, chosen by the people for terms of two years.—(School laws of 1878 and 1880.)

STATISTICS OF VICKSBURG.

The United States census of 1880 reported a population of 11,814. Local reports for 1880-'81 give a total of 3,671 youth of school age, of whom 1,180 were enrolled in public schools and 600 in private or church schools. The public schools were taught in 2 school buildings, with 23 rooms, valued, with sites, furniture, and apparatus, at \$12,650, and affording accommodations for 1,200 pupils, thus more than meeting the needs of the enrollment. They were taught 190 days by 21 teachers, and had in average daily attendance 812 pupils out of the 1,180 on the rolls. The whole annual expenditure for the schools was \$21,446, about \$15.77 per capita of average attendance.—(Return.)

¹Counties are here the ordinary school districts. Incorporated towns with 1,000 or more inhabitants may be separate districts.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The *Mississippi State Normal School*, Holly Springs, established in 1870, and meant to train teachers for the public schools, reports for 1881 a 4 years' course of study, 3 instructors, and 137 students. The standard of the school is said to be annually raised, and a decrease of 87 in attendance is ascribed to the fact that a class of 52 members was cut out of the course, thus leaving 4 classes and but one course of study, with all the studies compulsory. Students who are unable to make the necessary advancement are hereafter to be dismissed. Tuition is free to pupils of the State who will agree to teach for a period of 3 years; students from other States are charged \$2 a month. Text books are free to all.—(Catalogue, 1881.)

Tougaloo University and State Normal School, Tougaloo, reports a 5 years' English course and 3 years' higher normal; 8 resident instructors; 247 students, 54 of them being in the normal classes. A cottage for the president and 2 large buildings for the use of students were completed during the year 1881, one of them to replace a boys' dormitory burned; the other, a girls' hall; and various minor improvements were made.—(Catalogue, 1881.)

OTHER NORMAL TRAINING.

The normal department of *Shaw University*, Holly Springs, which reports no State appropriation for 1880-'81, makes return for that year of 74 normal students, under 5 instructors, in a course that covers 3 years.—(Return.)

Natchez Seminary, Natchez, for normal and theological training of colored students under Baptist influences, reports, for the same year, 94 normal students under 4 instructors in a 5 years' course.—(Return and printed report.)

Union Female College, Oxford, has a normal department in which instruction is said to be given in methods of teaching, of school organization and school management, the classes of the preparatory department of the college serving as a model and practice school. In 1879-'80 there were 7 young ladies engaged in these exercises, under how many instructors is not distinctly stated.—(Catalogue.)

TEACHERS' INSTITUTES.

The school law of Mississippi makes no provision for the holding of teachers' institutes; but through aid from the Peabody fund the State superintendent, ably assisted by three professors, held a series of institutes in various portions of the State during the year with excellent results. The attendance of teachers and citizens generally was good, and renewed interest in the cause of education followed in the localities where they were held.—(State report, 1880-'81.)

EDUCATIONAL JOURNAL.

No educational serial has been reported as published in this State since 1876, but a Mississippi department in the *American Journal of Education*, published in St. Louis, appeared March, 1881, and is still continued under the charge of J. M. Barrow. It is devoted to the improvement of the public schools and aims especially to benefit the normal schools and teachers' institutes.—(American Journal of Education, March, 1881.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Since 1878 the law has recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes of good literature, and a faculty of good standing as substantially public high schools qualified to prepare students for the university, and for such students makes an allowance equal to the estimated cost of their instruction in the public schools. Academies and colleges are to make a full monthly report to the county superintendent of students of this class, and upon this report they receive for the month reported \$2 for each student. Such schools and colleges must have a course of text books preparatory to those used in the University of Mississippi, so that students may pass from these schools to the university without loss of time or text books. It was further enacted in 1878 that a graded honor roll be opened in the university for students entering from these schools, and that at their request a report be furnished the principals of schools showing the character of preparation of the students. The catalogues of the university make no mention of classes thus received, and no special high school reports have been received at this Bureau.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford (non-sectarian), comprehends 3 general departments, namely, one of preparatory education, or the university high school, covering 3 years; one of science, literature, and the arts, covering 4 years; and one of professional education, covering but a single year. No change in courses of study or general management was reported for 1881; it was announced that women were to be admitted to the university, with all its privileges, in September, 1882. The college of liberal arts had for 1880-'81 11 professors, 192 students (including 3 resident graduates); the preparatory department, 3 instructors and 137 students.

Mississippi College, Clinton (Baptist), organized in 1851, for men only, had a preparatory department and 8 schools: in the sciences, mental, moral, and natural; in Greek, Latin, and modern languages; in English; and a commercial school, with the addition of military drill and training for such as desired it. Except in the preparatory department there are no regular courses of study; degrees are conferred when the prescribed studies have been mastered, not when a fixed course of study has been passed through. For 1881 it reported 235 students in all its schools, 105 of them in collegiate studies. — (Catalogue and return.)

Shaw University, Holly Springs (Methodist Episcopal), admitting both sexes and having preparatory courses of 1 and 2 years, with classical and scientific of 4 years and normal of 3 years, had 290 students in its preparatory classes and 23 in collegiate, under 6 instructors. — (Catalogue and return.)

Alcorn University, Rodney (non-sectarian), largely if not wholly for colored pupils, with a preparatory course of 2 years and an agricultural and literary, each of 4 years, had 170 students in the preparatory and 15 in the collegiate literary course for the session of 1880-'81. — (Catalogue and return.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nine schools of this class, out of 11 believed to exist, report in some form for 1880-'81, all showing arrangements for preparatory training, and several beginning this with elementary English studies. All had, too, advanced English courses, and most of them classical, usually of 4 years, though some indicate an arrangement by which each special branch of study is taught in a separate school and graduation made to depend on proficiency in a majority of these studies without reference to a fixed period. In at least 6, vocal and instrumental music was taught; in 7, drawing and painting, usually with one or two modern languages, with some liberty of choice between these and the ancient. — (Catalogues and returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses of 4 years, but apparently of very different grades of thoroughness, are to be found in the several collegiate institutions of the State.

The *Agricultural and Mechanical College of Mississippi*, Starkville, organized October 6, 1850, reported for 1881 a 4 years' course of study in scientific agriculture, horticulture, engineering, &c., with 5 instructors and 267 students in the preparatory and 6 professors and 87 students in the scientific department. — (Catalogue and return, 1881.)

Alcorn Agricultural and Mechanical College, the State institution for scientific instruction of young colored men, makes no special report of progress in scientific work for 1881. Literary and scientific courses of 4 years, with 2 years' preparatory for each, are given.

At *Tougaloo University*, Tougaloo, also for colored pupils, agricultural and horticultural instruction continued to be given as far as the limited means of the institution would allow. — (Catalogue and return.)

PROFESSIONAL.

Theology was taught to some extent in 1880-'81, as previously, at the Bishop Green Associate Mission and Training School, Dry Grove; at Shaw University, Holly Springs, and at the Natchez Seminary, Natchez. At the first the training was mainly preparatory to a regular theological course; at the second, the theological instruction seems to have been given as a side study in connection with a full or partial collegiate course; at the third, essentially the same system as at Shaw seems to have prevailed, but in connection with a lower line of studies. At Shaw, 25 students were reported as theological in 1879-'80; at Natchez, 20 in 1880-'81. Teachers specially theological were not indicated in either case. — (Catalogues and returns.)

Law was studied by 18 students in 1880-'81 in the one year's course of the University of Mississippi under 1 professor and 5 lecturers. — (Catalogue of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, was reported to be in a prosperous condition in 1881. Since 1879 there had been 92 pupils under instruction, of whom 78 were on the roll during the year and 67 were in attendance at its close; the principal, having retired, had been succeeded by another. The manual system had been in use, but, about 25 per cent. of the pupils being semimutes, the need of an articulation teacher was felt. The grounds being small and no facilities available for learning trades, the boys cannot find steady employment; the girls receive special instruction in dressmaking and the use of the sewing machine and are able to do all the sewing for the institution.— (American Annals, 1881.)

EDUCATION OF THE BLIND.

The biennial report of the Asylum for the Blind for 1890-'81 has not been received. The return for 1890 reported 32 pupils. The usual English branches were taught; also, broom and mattress making, chair seating, and upholstery.

EDUCATIONAL CONVENTION.

MISSISSIPPI STATE TEACHERS' ASSOCIATION.

An act approved March, 1878, requires the holding of an annual convention of the principals and presidents of high schools and colleges acting as high schools, to be styled "The Teachers' Association of the State of Mississippi." This association met at Jackson, December 27, 1881. Every educational interest of the State was represented, from the common school to the State university. The principal subjects discussed were teachers' institutes, normal schools, and more efficient local supervision by superintendents. The improvement of the common schools seemed to be the aim and desire of all members of the association.— (American Journal of Education, 1882.)

CHIEF STATE SCHOOL OFFICER.

HON. J. ARGYLE SMITH, *State superintendent of public instruction, Jackson.*

[First term, January 7, 1878, to January 3, 1882.]

[It is understood that Mr. Smith has been chosen for another term.]

MISSOURI.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20).	681, 995			
Colored youth of school age (6-20).	41, 489			
Whole number of school age.	a723, 484	741, 632	15, 826	
White youth in public schools.	454, 218			
Colored youth in same	22, 158			
Total attending schools	476, 376	488, 091	11, 715	
Average daily attendance	219, 132			
SCHOOLS AND SCHOOL PROPERTY.				
Schools for white youth	8, 149	8, 321	172	
Schools for colored youth	492	501	9	
Whole number of schools	8, 641	8, 822	181	
Buildings used for school purposes.	8, 547	8, 537		10
Sittings for pupils in these buildings.	499, 135	516, 942	17, 807	
Estimated value of school property.	\$7, 353, 401	\$7, 521, 695	\$168, 294	
TEACHERS.				
Men teaching in public schools.	6, 068			
Women teaching in public schools.	4, 379			
Whole number of teachers.	b11, 659	10, 607		1, 052
INCOME AND EXPENDITURE.				
Whole receipts for public schools.	\$4, 020, 860			
Whole expenditure for public schools.	3, 152, 178	\$3, 468, 739	\$316, 561	
SCHOOL FUNDS.				
Estimated amount of permanent school funds.	c\$8, 950, 806	\$9, 471, 697	\$520, 891	

a The enumeration for New Madrid County, 2,322, is not included.

b Includes 1,212 whose sex is not reported.

c Not including fund of New Madrid County.

(Report of Hon. R. D. Shannon, State superintendent, for 1880, and return from the same.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public schools, elected for 4 years, who is ex officio a member and president of the State board of education and a member of the board of regents of each State normal school; for each county, a school commissioner, elected at the annual meeting for 2 years; for school districts, boards of directors of 3 members, who appoint a district clerk.— (Laws.)

OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment of public schools free to all persons 6 to 20 years of age, to be supported by taxation; not less than 25 per cent. of the annual State revenue must be used for the public schools. The State money is apportioned to each county according to the enumeration of persons of 5–21 years. No district, city, or town that fails to maintain a free school for 3 months during the year, or to make and return the required enumeration, may receive any portion of the school fund. Local taxes are not to exceed 40 cents on \$100 for school purposes, except that by a majority vote of taxpayers 65 cents may be allowed in country districts and \$1 in cities or towns. By a two-thirds vote these rates may be further increased for the purchase of a site or erection of a school-house. In districts containing 16 or more colored youth, separate schools must be established for them, to be taught by colored teachers, if competent. To such schools persons over 21 may be admitted. Contiguous districts may unite in the provision of these school advantages where the number in each falls below the minimum. All teachers in public schools must hold certificates from the State superintendent or from the school commissioner of the county in which they are to be employed; and to receive their pay, they must make monthly reports of all required statistics and a summary report for the whole term at its close.— (School law of 1879.)

GENERAL CONDITION.

It has been found impossible to secure any official statement of the educational condition of Missouri for 1881.

KINDERGÄRTEN.

The report of the St. Louis city schools shows that in 1880–'81 there were in those schools 4,718 under exclusively Kindergarten instruction and 3,917 under primary and Kindergarten combined. The former were nearly all under the school age, and therefore would have failed to get instruction from the city but for these child-gardens. Of the whole 8,635 enrolled, 4,505 remained at the close of the year and 3,926 were in average daily attendance.

For any other Kindergärten reported, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

Any city, town, or village may be organized into an independent school district with a board of six directors elected for 3 years, who choose a president, secretary, and treasurer of their own number and are designated as a board of education. Cities elect a city school superintendent, and under special charter may increase the number of directors.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Hannibal.....	11,074	3,796	2,095	1,337	29	\$17,323
Kansas City.....	55,785	16,981	8,026	4,509	87	2130,494
St. Joseph.....	32,431	9,852	4,072	2,863	67	864,446
St. Louis.....	350,518	106,372	53,965	35,942	1,009	762,174
Sedalia.....	9,561	3,105	2,016	1,336	26	226,890

^a Including \$25,000 in payment of bonds and \$18,043 in payment of interest on account of indebtedness incurred in previous years.

^b Including \$1,108 in payment of bonds and interest for previous years.

Including a payment of \$3,000 on account of bonded indebtedness.

ADDITIONAL PARTICULARS.

Hannibal reported 28 graded schools, located in 8 buildings, with 1,590 sittings, valued, with sites, furniture, &c., at \$38,700. The schools were taught 190 days. An enrolment of 300 in private schools is reported. — (Return, 1881.)

Kansas City classed its public schools as primary, grammar, and high, the first two occupying seven years each. The high school, which admits both white and colored youth, had two courses, one general and the other classical; in the first, Latin and modern languages were taught; in the last, Latin and Greek. The erection of one new building and the enlargement of others raised the number of school rooms from 76 to 87, thus affording accommodations for an increase of 1,433 pupils in the enrolment. Progress and improvement are reported in all departments, discipline especially having become better, although 93 cases of corporal punishment were reported. The 5 evening schools had an enrolment of 182. — (Report and return, 1881.)

St. Joseph, having a school population increased by 944, purchased a site, erected one new building, and enlarged and repaired others at a cost of \$15,100. In July, 1881, it reported 20 buildings in all, containing 62 rooms for study and recitation and 1 for recitation only, with 3,455 sittings. The schools were taught 198 days. The per cent. of attendance on average enrolment in the high school was 97; in all the schools, 92. Special teachers of penmanship, drawing, French, and German were employed, penmanship being taught as a regular study even as far up as the first year's class in the high school, and drawing in all the classes. Estimated enrolment in private schools, 625. — (Report and return for 1880-'81.)

St. Louis grades its schools from Kindergarten through 8 grades to the high school, and supports a normal school, which is for girls only. An enrolment of 2,996 in Kindergarten, 2,384 in evening schools, and 21,000 in private and parochial schools is given. A decrease is reported in the number of schools, in the number of teachers, in enrolment, and in average attendance; this loss fell mainly on the evening schools, of which there were 29 in 1880, with 91 teachers and 4,539 pupils, while in 1881 there were only 11, with 40 teachers and 2,384 pupils. The reasons for this reduction appear to have been partly want of means for supporting more schools and partly indifference of pupils. For the accommodation of the 106,372 youth of school age, the report shows that there were 103 buildings, affording seats for only 42,610, one building less than in 1879 and but 350 more sittings than in that year. Great overcrowding of course resulted. In consequence of the inability of the board to provide additional accommodations there was little change in teachers, except in evening schools and Kindergarten, those in the former decreasing by 51, those in the latter increasing by 32. It is intended to prepare, as far as possible, all young children in the Kindergarten for subsequent school work. In continuation of a plan inaugurated 2 years ago German-English teachers were largely substituted for special teachers of German. This has rendered possible a reduction of about \$17,000 in the expenses for instruction during the two years, with a prospect of still further decrease in 1881-'82. The courses and grades of schools continue substantially as previously reported.

Sedalia, classifying its schools in 7 grades below the high school (in which there were 4 grades), had 5 buildings, containing 26 rooms with 1,619 sittings, valued, with sites, &c., at \$74,200. Schools were in session 179 days. The average per cent. of attendance in white schools was 91.8, in colored 87; per cent. of punctuality, white pupils 99.01, colored 97.57, teachers 98.53. Music was taught by a special teacher. During the year every school room was furnished with a complete set of writing charts and all necessary outline maps, the course of study was revised, and marked improvement is said to have been made in the study and use of language. Private schools enrolled 250 pupils. — (Report and return for 1880-'81.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State maintains 6 normal schools, one connected with the State University at Columbia, another with the State College at Rolla, and 3 others for white students in the northern, the western, and the southeastern portions of the State, called first, second, and third district normal schools, located at Kirksville, Warrensburg, and Cape Girardeau. The sixth school, Lincoln Institute, Jefferson City, is for the education of colored teachers.

The district normals are under the control of boards of regents of 7 members, 6 appointed by the governor for 6 years, with biennial change of 2, and the State superintendent as an ex officio member of each board. The 4 years' course of study is substantially the same in the 3 district schools. Elementary classes are formed twice a year; advanced classes, once. Teachers' certificates, good for 2 years throughout the State, are given at the completion of the first 2 years; certificates for 3 years, at the completion of

an additional year's study; and both a State certificate and diploma, with appropriate degree, to all students taking the full 4 years' course. A post graduate diploma is given at Kirksville to such alumni as teach with decided success for 2 years. Kirksville reported 11 instructors and 492 students for 1881, with 11 graduates, 8 of whom engaged in teaching. Warrensburg had 9 instructors and lecturers and 390 students, with 40 graduates in the elementary and 18 in the advanced course. Cape Girardeau had a faculty of 9 members, 229 students, and a graduating class of 19, of whom 15 became teachers.

The dean of the normal department of the State University, at Columbia, is a lady, who also acts as professor of pedagogics; she has the assistance of 14 other instructors. A preparatory examination in English studies, with a grade of at least 80 on 100, is required, and then the completion of the 2 years' "public school" normal course of study, to obtain the elementary degree of principal in pedagogics. A higher degree, bachelor of pedagogics, is conferred on regular graduates of the university who supplement their collegiate work by taking the last year's studies of the normal course. A still higher degree, master of pedagogics ("the highest and most scholarly degree of the university"), is awarded only to those who sustain examinations in the 5 university schools of science and in any 4 of its 5 schools of languages. The normal school at Rolla has a "teacher's course" covering two years, each year being under the charge of a special teacher, whether with other aid or not does not appear. The graduates from these 2 schools receive from the State superintendent certificates good throughout the State, those for the graduates at Rolla good for 2 years; those for graduates from the lower course of the university school, for 3 years; from the higher courses, for life. At the university for 1880-'81 there were 82 students in the normal school, in a six years' course, of whom 14 were graduated, 6 of these holding academic or other degrees; 13 of its 14 graduates in 1881 engaged in teaching. Of the attendance at Rolla no report has been received.—(Reports and returns.)

Lincoln Institute has a 5 years' preparatory and 4 years' normal course. Students completing the full course are entitled to a diploma, and, if their general average scholarship in the normal department be 85 per cent., to a State certificate given by the State superintendent. There were reported 5 graduates in the full course and 5 in the preparatory for 1881.—(Catalogues and returns.)

OTHER NORMAL TRAINING.

The *St. Louis City Normal School*, intended for the training of young women to teach in the city public schools, had a one year's course of study, since extended so as to cover two years, but requires four years of high school work, or its equivalent, as a preparation for admission. One of the best arranged district schools in the city has been placed under the supervision of the normal principal, and is used as a school of observation and visited weekly by the normal pupils, while higher class pupils fill vacancies in district schools, and thus get valuable experience. For 1881 an attendance of 134 students, with 67 graduates, is reported.—(State report, 1880; city report and return, 1881.)

The *Northwest Missouri Normal School*, Oregon, reported a four years' course, with 2 instructors, 78 students, and 2 graduates. The principal states that it is in fact only a high school department of the public school, but is not a free school.—(Return, 1881.)

Normal courses were also reported in 1881 at Avalon College, Avalon; Southwest Baptist College, Bolivar; Christian University, Canton; Grand River College, Edinburg; Mt. Pleasant College, Huntsville; Kirkwood Seminary, Kirkwood; La Grange College, La Grange; Collegiate Institute, Sedalia; Drury College, Springfield; Stewartsville College, Stewartsville; and Central Wesleyan College, Warrenton.—(Catalogues.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law requires the school board of a village, town, or city to establish, as soon as its means will permit, an adequate number of primary schools and the necessary schools of a higher grade, in which studies may be pursued not provided for in the primary grades. There is no special information as to the number of such schools established, a few cities only making a report. Kansas City, St. Joseph, St. Louis, and Sedalia report for 1880-'81 high schools with 4 years' courses, most of them, if not all, giving a choice between English and classical studies, and enrolling for the year a total of 1,487 pupils. Kansas City extended its high school provisions by providing the beginnings of high school instruction for colored pupils, enrolling 35 in the first year of a 4 years' course for these. St. Louis continued its arrangement for 1879-'80 of a central high school with 3 branch schools, which together enrolled 977 pupils.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Missouri*, Columbia, founded in 1820 and organized in 1840, is open to students of either sex. The government of the institution is vested in a board of curators appointed by the governor. The departments of instruction are 10 academic schools (5 in science and 5 in languages) and 9 professional schools, that of mining and metallurgy being situated at Rolla. An attendance of 465 men and 93 women at Columbia and of 71 men and 25 women at Rolla was reported for 1881, making a total of 654, the largest number ever enrolled in one year.—(Catalogue.)

Next in importance to the State University stands *Washington University*, St. Louis, with full courses and high standards, having the means of thorough preparation for males in its Smith Academy and for females in its Mary Institute, beyond which are excellent collegiate courses in arts, in philosophy, and in science. There is a useful three years' course in mechanical industries, combining English studies with industrial drawing and shop work. Opportunity is also given for training in art in the St. Louis School of Fine Arts. The whole attendance in all these schools and departments was 1,367, the larger part, 766, being in Smith Academy and the Mary Institute.—(Catalogue.)

Of the 15 other colleges nominally of this class, 2 (St. Joseph College, St. Joseph, and the College of the Christian Brothers, St. Louis) are believed, from the character of the official reports respecting them, to have been rather academic than collegiate in standard during the year under review. St. Vincent's College, Cape Girardeau, indicates no students in collegiate classes; Lewis College, Glasgow, and Lincoln College, Greenwood, none but those in the freshman and sophomore years, the studies in which years at Lincoln are hardly to be called collegiate, as given in the latest catalogue in hand. Of the remaining 10, some of which seem to have only a feeble life, returns and catalogues show preparatory departments with courses of 1 to 3 years, and collegiate with the usual 4 years, except that Grand River College, Edinburg, had only 3 years, while 3 others (Christian University, Canton; Central College, Fayette; and William Jewell College, Liberty) had their studies arranged in schools instead of in classes. Christian University and La Grange, Stewartville, and Central Wesleyan Colleges had arrangements for normal training in addition to collegiate; and the same university, St. Louis University, and Stewartville College offered commercial training, the course in this at St. Louis University covering 4 years. Music, drawing, and painting were taught in several colleges, with what degree of thoroughness does not appear. Other departments or arrangements will appear under Scientific and Professional Instruction.

Four of the colleges report for 1880-'81 gifts aggregating \$116,000, Central College, Fayette, getting \$25,000 from R. A. Barnes, of St. Louis, for endowment of a professorship, and \$5,000 from other friends; Pritchett Institute, Glasgow, \$1,000 for scholarships; Lincoln College, Greenwood, \$2,500 for liquidation of debt and other purposes, and Drury College, Springfield, more than \$83,000 for a chapel and for endowment of a Valeria G. Stone professorship, that lady giving \$70,750 for these purposes.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The State University, Washington University, and Christian University admit women as well as men, either as day pupils or with arrangements for separate residence, and so do Grand River, Lewis, Lincoln, La Grange, Drury, Stewartville, and Central Wesleyan Colleges, with Pritchett School Institute, which is reckoned of collegiate rank. Besides these, 18 schools claiming to be for the higher education of young women are on the lists of this Bureau, at least 12 of them holding collegiate charters. Thirteen make report in some way of their courses or statistics for 1880-'81, showing generally arrangements for preparatory training even from primary instruction up, with collegiate or semi-collegiate courses of 3 to 5 years. Nearly all offer instruction in music, both vocal and instrumental, as well as in drawing and painting and the French and German languages, 5 adding Latin and 2 Greek; 1, Anglo-Saxon, Italian, and Spanish. One of the 18 (St. Joseph Female College, St. Joseph) is reported by its president to have closed its work June 2, 1881, with little prospect of a reopening.—(Circulars, catalogues, and returns.)

For the titles, location, and statistics of these latter colleges (for women only), see Table VIII of the appendix; for those of colleges for young men or for both sexes, Table IX of the same; for summaries of the statistics of both classes of institutions, see corresponding tables in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Missouri Agricultural and Mechanical College*, at Columbia, offers a strictly sional course of 2 years. The first year is devoted to horticulture and the pu completes it will be entitled to the certificate in horticulture; the second year cultural. Students entering must pass an examination in mathematics through metic, part of geometry and trigonometry, English grammar and geography, and graduation must spend 2 months in college work. Those who complete the jun of study receive a certificate in horticulture; those who complete the senior y degree of bachelor of agriculture. There were 5 students in the senior and 1 junior class in the autumn of 1881, under 11 instructors.—(Report of university

The *Missouri School of Mines and Metallurgy*, at Rolla, has a preparatory dep and 3 courses of 3 years each, leading to the respective degrees of PH. B., C. E. E. A 2 years' teachers' course, a 4 years' course in arts for girls, and an optional including book-keeping, Latin, Greek, English, and German, with drawing, orn and mechanical, are also offered. There were 96 students in 1880-'81, under 4 tors.—(Report of university, 1881-'82.)

The *O'Fallon Polytechnic School of Washington University* reports 5 courses of each, in civil engineering, mechanical engineering, chemistry, mining and met building and architecture. The studies are the same for all during the first 2 y diverge more or less in the junior and senior years, each course leading to its app degree. There were 37 classified students, 8 in partial course, and 7 graduate in attendance in 1881. This school gives free instruction in an evening school u supervision and control of the school board of St. Louis, for the benefit of those in or preparing for mechanical or industrial pursuits.

The *Manual Training School of Washington University*, previously mentioned, is means by which a practical foundation may be laid for the pursuit of mechan dustries in a more scientific way than under the old system of apprenticeship school becomes each year a more interesting feature of the university. Its a course in 1880-'81 was in mathematics, drawing, and the English branches o school course, with instruction and practice in the use of tools. The tool instru cluded carpentry, wood turning, pattern making, iron chipping and filing, forg brazing and soldering, the use of machine shop tools, &c. The course covers (Catalogue of university and circulars of schools.)

PROFESSIONAL.

Instruction in *theology* is given in some slight degree in Christian University tian), and more fully at St. Vincent's College (Roman Catholic), Central (Methodist Episcopal South), Lewis College (Methodist Episcopal), La Grange (Baptist), Central Wesleyan College (Methodist Episcopal), and in a course of studies at Pritchett School Institute. Concordia College (Evangelical Luther Louis, has a regular 3 years' course in theology. The Jeremiah Vardeman S Theology (Baptist), in William Jewell College, Liberty, reports a full 2 years' o the same for students who have taken one degree in college, or theological stud be pursued in connection with the college literary course. There were 49 und ate and 3 graduate students in 1881.—(Catalogues and returns.)

Instruction in *law* is offered at the State University, Columbia, and at the S Law School, a department of Washington University, St. Louis. Both presen lent courses of 2 years, the year in the former covering 7½ months, in the l Both combine lecture and text book training, and the examinations at the clo termine the fitness of the candidates for graduation appear to be exceptionally c thorough. Instructors at Columbia 8, at St. Louis also 8. For 1880-'81 the had 49 pupils in attendance and conferred the LL.B. degree on 28; the latter, an ance of 70, on only 25 of whom the degree was conferred.—(Catalogues and ret

Instruction in *medicine* was given in 1880-'81 in the following 5 "regular" medical department of the University of Missouri, Columbia; Kansas City C Physicians and Surgeons (since then the Kansas City Medical College); St. Hospital Medical College, St. Joseph; Missouri Medical College, St. Louis, St. Louis Medical College. The first required a preliminary examination in with an attendance subsequently on a 2 years' graded course of 9 months each y last, a 3 years' graded course of 5 months each year. The other 3 required the years of study under a preceptor and attendance on 2 lecture courses of 5 mor St. Joseph College and the Missouri Medical offering also a 3 years' graded The State school at Columbia had 40 students and 5 graduates in 1880-'81; the City College, 42 students and 12 graduates; that at St. Joseph, 30 student graduates; Missouri Medical College, St. Louis, 268 students and 119 gradu

Louis Medical College, 151 students and 43 graduates. The small proportion of graduates at the State school was doubtless a result of the high standard maintained and of the peculiarly thorough examination for degrees, which is by a select medical board. A sixth school, entitled the medical department of the University of Kansas City, is reported to have been organized for the year 1881-'82, but nothing further has been heard from it as this goes to press.

The only recognized eclectic school was the American Medical College of St. Louis, which in 1881 required 3 years under a preceptor and attendance upon 2 lecture courses of 5 months each, or 2 years of reading and 3 courses of lectures, or 4 courses of lectures with intermediate reading. It reported 54 students and 22 graduated in 1880-'81.

The recognized homœopathic school in the same year was the St. Louis College of Homœopathic Physicians and Surgeons, open to both sexes and offering a 3 years' graded course, but requiring only 3 years of study and attendance on 2 yearly lecture courses of 5 months each. No statistics are given except that there were 13 instructors; that 25 students of the class of 1879-'80 from the Homœopathic Medical College of Missouri, out of which this grew, had been graduated; and that its own first class of 16 graduated at the close of 1880-'81.

Instruction in *dentistry* was continued at the Missouri Dental College,¹ St. Louis, which seems to have still retained its former 2 years' graded course of about 5 months yearly, after a preliminary examination in English, though it had announced that it would, from 1879-'80, require a three years' graded course; and also at the Western College of Dental Surgeons, St. Louis, with the same course. Like instruction was begun in the autumn of 1881 by a new school, the Kansas City Dental College, which required a certain amount of preparation, but exacted no examination for admission; the course here covered 3 years of 40 weeks each.

Instruction in *pharmacy* went on, as before, at the St. Louis School of Pharmacy, with the requirement of the customary 4 years of experience in apothecary work and attendance on 2 annual lecture courses in pharmacy of 5 months each. Its graduating class of 1880-'81 numbered 27 out of a class of 36 that had been trained under 13 instructors. Its junior class numbered 51.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton (founded in 1831), reported 12 instructors and 147 male and 96 female students for 1881. Articulation, the common English branches, printing, shoemaking, dress making, and cabinet making are taught. Gardening is also practised. Pupils are admitted between the ages of 9 and 21; while 8 years of instruction are allowed, the average time spent in the institution is only 4½ years.—(Return, 1881.)

The *St. Louis Day School for Deaf-Mutes*, founded in 1878, under the control of the board of directors of the public schools, had 48 pupils under instruction in 1880-'81, with an average attendance of 31 out of 35 in average belonging. These were divided among 5 classes, all in English studies.—(Return and city report.)

EDUCATION OF THE BLIND.

The Missouri School for the Blind, St. Louis, founded in 1850, had 90 pupils in 1881, who were receiving instruction in a musical and literary course. To the boys, broom and brush making, cane seating, and mattress making; to the girls, sewing, knitting, and bead and fancy work were taught.—(Return, 1881.)

TRAINING OF NURSES.

The Missouri School of Midwifery, St. Louis, organized and incorporated in 1875, in 1880 had received 180 pupils and graduated 143. No report has been received for 1881.

INDUSTRIAL TRAINING.

The *Manual Training School of Washington University*, St. Louis, began in September, 1880, with a 3 years' course of instruction, the time of the pupils being about equally divided between mental and manual exercises. A single class of 58 members was admitted the first year, and a second was received in September, 1881, making an attendance of 101, as reported December, 1881. The mental instruction included a thorough course in English and mathematics through plane trigonometry; the manual training, a course in free hand, mechanical, and technical drawing, with the theory and use of hand and machine tools, study and management of the steam engine, &c. Before receiving a

¹ This school reports for 1880-'81 a faculty of 10, with 13 students and 1 graduate; the next mentioned, the Western College of Dental Surgeons, 7 instructors, 6 students, and no graduates.

diploma, each student must complete the actual construction of a machine, which, with the drawings and patterns used, remains in the school.—(Catalogue.)

The *Girls' Industrial Home and School*, St. Louis, had an average of 60 under training for 1881. The common English branches, dress making, and plain sewing were taught. (Return, 1881.)

The *Blind Girls' Industrial Home* has not reported for 1881.

HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

Reports have been received from 5 institutions of this class for 1881. Of 3 Roman Catholic homes reporting from St. Louis, St. Joseph's Asylum for Boys had 250 inmates; St. Mary's Asylum for Girls, 101; and St. Bridget's Half-Orphan Asylum for Girls, 107. St. Joseph's Asylum for Girls, Kansas City, had 38. The Protestant Orphan Asylum, Webster Groves, founded in 1835, had 64 boys and 25 girls. In all, such education as is practicable is given in elementary English studies and in industries.—(Report and returns, 1881.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

The *Missouri State Teachers' Association* held its meeting for 1881 at Sweet Springs the last week in June. It is said to have been one of the most successful meetings ever held in the State, Prof. F. Louis Soldan, the president, having awakened an interest in it in all parts of the State. The exercises were short, interesting, and profitable. No other information respecting its proceedings has been received.—(American Journal of Education, April, 1881, and Journal of Education, September 1, 1881.)

The *Southwest Missouri Teachers' Association* met at Lebanon December 28-30, 1881. The programme is reported to have been excellent, but particulars are wanting.—(New York School Journal.)

The *Missouri Valley State Teachers' Association* met at Warrensburg December 28-29, 1881. "Duties of the teacher," "Libraries for the public schools," "Primary teaching," were among the topics discussed.—(Journal of Education.)

The *Southeast Missouri Teachers' Association* met at Salem, Dent County, apparently in August, with Prof. R. C. Norton, of Cape Girardeau, as president. The attendance was good and the teachers apparently were deeply interested, discussing earnestly and intelligently the various subjects brought before them; but, as in the case of the other associations, details are not given.—(Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term, January 13, 1879, to January 8, 1883.]

Then to be succeeded by W. E. Coleman, elected in 1883.

NEBRASKA.
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21) ..	142,348	152,824	10,476	-----
Enrolled in public schools ..	92,549	100,776	8,227	-----
Per cent. of enrolment to whole number.	65	66	1	-----
Average daily attendance ..	60,156	65,504	5,348	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	3,132	3,401	269	-----
Districts having six months or more school.	1,394	1,911	517	-----
Districts having no schools ..	210	160	-----	50
Graded schools	70	74	4	-----
Districts with free text books.	246	259	13	-----
Public school-houses	2,701	3,038	337	-----
Houses built during the year.	195	196	1	-----
Houses having no black-board.	301	232	-----	69
Estimated value of school property.	\$2,064,768	\$2,054,049	-----	\$10,719
Average duration of schools in days.	109	110	1	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.	1,670	1,813	143	-----
Women teaching in same.	2,430	2,746	316	-----
Whole number of teachers ..	4,100	4,559	459	-----
Average monthly pay of men ..	\$36 12	\$36 50	\$0 38	-----
Average pay of women	31 92	32 50	58	-----
INCOME AND EXPENDITURE.				
Whole income for schools	\$1,121,794	\$1,320,449	\$198,655	-----
Whole expenditure	1,137,995	1,165,103	27,108	-----
STATE SCHOOL FUND.				
Permanent available fund ..	\$3,323,217	\$5,126,565	\$1,803,348	-----
Estimated eventual amount ..	20,754,810	23,216,679	2,461,869	-----

(Statistics furnished by State Superintendent W. W. W. Jones for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The charge of educational interests for the State in general is committed to a State superintendent of public instruction, elected by the people biennially; a board of 6 regents

of the State University, elected for 6 years, with annual change of 2; a normal school board of 7, 5 appointed by the governor for 5 years, with 2 ex officio members; and a board of school lands, composed of the chief officers of the State.

The local officers are county superintendents of public schools, elected for 2 years; a board of 3 trustees for ordinary districts, and one of 6 for districts containing 150 or more children of legal school age, the members of both boards elected for 3 years, with annual change of one-third.

OTHER FEATURES OF THE SYSTEM.

The system of education provided by the State comprises district, graded, and high schools, a normal school, normal institutes, a State university, a reform school, an institution for the blind, and one for the deaf and dumb. The public schools are free to all persons of legal school age resident in the district, and are sustained from the interest of a permanent school fund; from lease and sale of school lands, and interest on unpaid principal of school lands sold; from a State tax not to exceed $1\frac{1}{2}$ mills on the grand assessment of the State—all these to be applied exclusively to the payment of teachers' wages; from a local tax, which in cities may not exceed 10 mills on the dollar and in other districts 25 mills; also, from certain fines, forfeitures, and licenses. The State tax and income from school fund and lands are divided equally among the counties in proportion to the number of children of school age. Each county superintendent adds to the amount thus apportioned to him the proceeds of fines imposed and licenses granted in the county, and divides one-fourth equally among the districts and three-fourths pro rata according to the children of school age. Every voter and every woman owning personal or real property assessed in the district or having children of school age (provided she is over 21 years old and has resided in the district 40 days) is entitled to vote at district meetings. Qualified teachers must hold certificates from the examining officers or from an approved normal school. They must make monthly reports to the proper officers, and no teacher is to receive payment in full for a term until the term summary is properly filled out and approved by the director. Provision is made for graded or high schools.

GENERAL CONDITION.

Of 10,476 additional youth for instruction, 8,227, a very large proportion, were enrolled in public schools, and probably a fair proportion of the remainder in private or church schools. Of the 8,227 more enrolled in the State schools, the superintendent reports 5,348 as in average daily attendance, which again is a good proportion in a region where attendance in winter is often difficult on account of the snow. To meet this large additional enrolment and attendance we find 337 more school-houses and 459 more teachers, the average pay of teachers being slightly increased. Public school income advanced \$198,655, though only \$27,108 of this were actually expended. The growth of the State school fund by \$1,803,348 within the year is another indication of good condition, this being believed to be the highest increase in a year under ordinary circumstances in any State.

KINDERGÄRTEN.

For information concerning any Kindergärten in the State, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The law provides that incorporated cities having 2,000 or more inhabitants shall constitute a school district and shall have a board of education of not less than 6 members elected for 2 years; this board shall elect a city superintendent of public education, who shall act as principal. Omaha had a city board of 12 members, one-half changed annually, in 1880.—(School law, 1881.)

STATISTICS.

Cities.	Population, census of 1880.	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lincoln	13,003	2,965	1,772	.....	30	\$36,919
Omaha.....	30,518	6,500	3,717	3,300	59	88,206

ADDITIONAL PARTICULARS.

Lincoln classes her schools as primary, grammar, and high, and for 1881 reported 12 school buildings, containing 31 rooms, with 1,750 sittings, valued, with sites and furniture, at \$69,000. The schools were taught 176 days by 3 men and 27 women. An estimated enrolment of 100 in private schools is given.—(Return, 1881.)

Omaha in 1881 had 11 school buildings, an increase of one during the year, with 65 school and recitation rooms; the estimated value, with sites and furniture, was \$366,000. The schools were taught 196 days, and 56 women and 3 men were employed as teachers. For private and parochial schools there were reported 12 school rooms and an estimated enrolment of 500.—(Return, 1881.)

TRAINING OF TEACHERS.

NORMAL INSTRUCTION PROVIDED BY THE STATE.

The *Nebraska State Normal School*, Peru, reported for 1881 an elementary course of 2 years and a higher course of 3 years. The catalogue shows an attendance of 157 young women and 117 young men, with 6 graduates from the higher and 34 from the elementary course, all of whom have engaged in teaching.—(Catalogue and return, 1881.)

The *State University*, Lincoln, made arrangements in 1881 for instruction in didactics, at first as a special department, subsequently as an optional 3 hours' study in the junior and senior years. Hon. S. R. Thompson, formerly State superintendent, is in charge of the instruction.—(Catalogue.)

OTHER NORMAL TRAINING.

Santee Normal Training School, Santee Agency, established by the American Board of Commissioners for Foreign Missions for the purpose of providing preachers, teachers, interpreters, business men, and model women for the Dakota Nation, reported 34 students as receiving normal instruction and 109 in attendance during the year 1881. The Indian vernacular was used in teaching, and the plan of sending the advanced pupils to eastern schools to acquaint them with English and to teach them more of American civilization has been adopted.—(Return and catalogue, 1881.)

St. Paul's Boarding School, Yankton Reserve, organized in 1873 (under the care of the Protestant Episcopal Church, Rt. Rev. William H. Hare, Bishop of Niobrara, president) and meant to prepare for both ministerial and teaching work, reported a successful year, with 6 teachers and an average of 39 pupils in attendance. The instruction includes industrial as well as literary training, farming and gardening entering into it, and the use of tools. The industrial teaching was to be extended in the session of 1881-'82.—(Spirit of Missions, November and December, 1881.)

The *Central Normal School*, Genoa, and *Lancaster County Normal Institute*, Lincoln, have sent no report for 1881.

A normal course of 4 years is given in Doane College, Crete, with 21 students in 1880-'81; 2 years' normal courses in Nebraska Conference Seminary, York, and in Nebraska Wesleyan University, Fullerton, the former with 11 normal students in the fall of 1881, the latter with 23 in 1880-'81. Normal lectures and instruction are offered at Gates College, Neligh, and at Pawnee City Academy, but without specific courses or note of students under normal training.—(Catalogues, 1881.)

TEACHERS' INSTITUTES.

The school law provides that two kinds of teachers' institutes shall be held in the State, viz: normal institutes, to be organized by the State superintendent, and county institutes, to be organized by county superintendents. Institutes, nearly all organized by county superintendents, were held in 41 counties in 1881; they enrolled 1,856 teachers and 1,809 teachers were in average attendance.

EDUCATIONAL JOURNAL.

Literary and Educational Notes, published semimonthly at Fairmont, is devoted to education in Nebraska, and is the official medium for all publications from the State department of public instruction. It was in its eighth volume in 1881. Its present place of publication is Crete.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law provides that any district containing more than 150 children may elect a board of 6 trustees, who shall have power to classify and grade scholars and to establish a high school in such district. For 1881 the State superintendent reported 27 high schools, with 1,458 pupils.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The board of regents of the *University of Nebraska*, Lincoln (non-sectarian), is authorized by law to establish 5 colleges or departments; but only the college of literature, science, and the arts, with an industrial college, had been organized up to 1880-'81. Tuition in these is free to all students, without regard to sex, race, or place of residence. The college of liberal arts offers classical, scientific, and literary courses of 4 years, with 2 years preparatory for each. A department of didactics was established January, 1881, and a professor for it assigned, but subsequently the studies of that department were made electives in the regular junior and senior years. A conservatory of music has been established in connection with the university, its studies optional, with moderate charges for instruction. Students in literary and scientific department, including preparatory, 258 in the fall of 1881.—(Catalogue.)

The other colleges reporting are Doane College, Crete (Congregational), with an attendance in all departments of 121; Nebraska Wesleyan University, Fullerton (Methodist Episcopal), with 72; Nebraska College, Nebraska City (Protestant Episcopal), with 67; and Creighton College, Omaha (Roman Catholic), with 200. All have preparatory departments, with different lengths of course, and classical collegiate and scientific courses, except Creighton, which has a 6 years' classical course, the really collegiate studies in which begin in the fourth year. Doane offers in addition a 5 years' literary and 4 years' normal; Nebraska Wesleyan, a 3 years' English scientific, 3 years' academic, 2 years' normal, 2 years' musical, 1 year's commercial, and a non-resident course; Creighton, a commercial of 4 years.—(Catalogues and returns, 1881.)

For full statistics of these colleges, see Table IX of the appendix, and a summary of the same in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Doane College, the State University, and the Nebraska Wesleyan offer the same advantages to women as to men. Brownell Hall, Omaha, is the only institution exclusively for women that may fairly be said to offer superior instruction. An attendance of 76 was reported for 1881.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Nebraska, in its industrial college, reported courses of 4 years in civil engineering, agriculture, and horticulture, with two years preparatory for each. The young men are trained in military science and tactics.

Doane College reported a scientific course of 4 years.

For statistics, see Tables IX and X of the appendix.

PROFESSIONAL.

For *theological* instruction the German Congregational Theological Seminary, Crete, had a 2 years' preparatory and 4 years' academic department with a 3 years' theological course in 1881. The Nebraska Divinity School, Nebraska City (Protestant Episcopal), established in 1866 and still open for instruction, had at last report a 4 years' academic and 3 years' theological course, with apparently 9 students within the year 1880-'81.

No school of law was reported.

The *Nebraska School of Medicine*, offering simply preparatory instruction, began its first session of 20 weeks at Omaha in October, 1880, with a class of 14 students, men and women. The success of this school led its founders to incorporate it as a regular medical college. A building being erected, arrangements were made for clinical instruction at the St. Joseph's Hospital, and the *Omaha Medical College*, with a required course of 3 years of study and attendance on 2 full courses of lectures of about 4½ months each and an optional graded course of 3 years, announced its opening for October, 1881.—(Announcements.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, founded in 1869, reported 7 instructors and 97 pupils for 1881. All common school branches are taught, also paint-

ing and drawing. Boys are instructed in printing and carpentry; girls, in needle and fancy work and general housework. Articulation is taught by means of Bell's visible speech symbols.—(Return, 1881.)

INSTRUCTION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, opened in 1875, reported in 1880 a principal, 3 teachers, 28 pupils enrolled, and 22 in average attendance; instruction was given in the branches usually taught in the best graded schools, in vocal and instrumental music, and in some of the industrial arts. The number of officers remained the same in 1881 and the average attendance increased.

STATE REFORM SCHOOL.

A bill passed the legislature in 1880 to establish a State Reform School at Kearney, appropriating \$10,000 for buildings and to support the school for 2 years. The citizens of Kearney donated a farm of 320 acres upon which the building was erected. No report as to the opening and progress of the school has been received.

CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

NEVADA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18) ..	10, 592	10, 533	-----	59
Enrolled in public schools ..	9, 045	8, 329	-----	716
Average number belonging ..	6, 140	6, 048	-----	92
Average daily attendance ..	5, 401	5, 406	5	-----
Attending private schools ..	970	868	-----	102
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts ..	109	95	-----	14
Number of districts reporting.	111	89	-----	22
Number that voted district tax.	12	11	-----	1
Number of public schools ..	195	166	-----	29
Number sustained without rate bills.	107	127	20	-----
Ungraded schools ..	81	58	-----	23
Graded schools ..	111	104	-----	7
High schools ..	3	4	1	-----
Average length of term in days.	142.8	140.4	-----	2.4
Volumes in school libraries.	518	524	6	-----
Value of school property ..	\$275, 274	\$260, 193	-----	\$15, 081
TEACHERS AND THEIR PAY.				
Men teaching ..	92	44	-----	48
Women teaching ..	105	132	27	-----
Whole number of teachers ..	197	176	-----	21
Average pay of men ..	\$101 47	\$99 50	-----	\$1 97
Average pay of women ..	77 00	74 76	-----	2 24
INCOME AND EXPENDITURE.				
Whole receipts for public schools.	a\$134, 561	\$138, 640	-----	-----
Whole expenditure for public schools.	a144, 244	140, 418	-----	-----
SCHOOL FUND.				
Amount of State school fund.	\$415, 000	\$564, 000	\$149, 000	-----

aStorey County not reporting.

(From biennial reports of Hon. D. R. Sessions, State superintendent of public schools, for 1879 and 1880 and 1881 and 1882.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction chosen by the people quadrennially, a State board of education, and a board of regents of the State university; for each county, a superintendent of public schools and a county board of examiners; for each district, a board of trustees of three or five members, according to population.— (Laws, 1881.)

OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth of school age (6–18); the law provides for grading them into Kindergarten, primary, grammar, and high in all districts where such division into departments seems advisable. It also requires attendance for four months each year of all sound children between the ages of 8 and 14 not taught elsewhere.

The sources of support for the schools are the income from the State school fund and a State tax of half a mill on the dollar, used only for the payment of teachers; an annual county tax of 15 to 50 cents on the \$100, which may be used at the discretion of local officers for purchasing sites and buildings, for hiring school-houses, for establishing school libraries, or for necessary contingent expenses; and a district tax where necessary to continue the school term to six months in districts in which the State and county funds are insufficient for that purpose. Special taxes also for erecting buildings, extending the school term, &c., may be levied on an affirmative vote of the people of the district. Rate bills for tuition may be levied by the trustees for the purpose of prolonging schools that have been maintained six months in the year by public funds and have been free to all. The State and county school funds are apportioned as follows: Twenty-five per cent., among the districts proportionately to the number of teachers assigned to each, on the basis of one hundred census children or fraction thereof to a teacher, and the remainder equally in proportion to the number of children of school age. In order to obtain State aid, the schools must be non-sectarian, must be taught at least three months by teachers duly examined and certified, and must use the text books ordered by the State board of education. To receive their pay, teachers must have been legally employed by the board of trustees, must have had a certificate from the county board of examination, and must have made full reports as required by law.

GENERAL CONDITION.

The reports of the school system are issued only once in two years. That for 1881 not having appeared until this report was going to press, any extended consideration of the general educational condition of the State must be postponed.

KINDERGÄRTEN.

The law provides for Kindergärten in connection with the public schools. The Kindergarten department at Carson City, established April, 1880, reported 2 teachers and 50 scholars for 1881, and is the only one reporting up to date.— (Return, 1881.)

CITY SCHOOL SYSTEM OF VIRGINIA CITY.

OFFICERS.

Each village, town, or incorporated city forms one school district, the schools of which are under the control of a board of trustees. In cities with 1,500 or more registered voters there must be 5 trustees; in smaller towns, 3.

STATISTICS.

Virginia City, with a population of 10,917 in 1880, had 2,559 children of legal school age, an enrolment of 2,260 of school age in public schools, and (together with 195 below school age) an average attendance of 1,276. The schools were taught 202 days by 32 teachers in 5 buildings containing 31 school rooms and 1,545 sittings for study. School property was valued at \$71,500. An estimated enrolment of 447 was given in private schools.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

In the absence of normal schools, either private or public teachers' institutes seem to be the only means provided for the training of teachers, and the holding of these is discretionary with the State and county superintendents. The law authorizes the State superintendent to convene annually, with the consent of the board of education, a State institute for a session of 5 to 10 days and to engage such instructors as he may consider

advisable, the cost of the institute not to exceed \$100. County superintendents, with the consent of the board of commissioners, may call one or more institutes annually, the cost of the same not to exceed \$100.

Information respecting institutes held in 1881 is wanting.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The State University, Elko, organized in 1874, at the last advices, had established only a preparatory department. It reported buildings and grounds in 1880 valued at \$25,000, an appropriation from the State of \$6,000 for the year, and 48 students enrolled, of which number 26 were girls.

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Bishop Whitaker's School for Girls, established at Reno in 1876, reported for 1881, through the Protestant Episcopal Almanac, 6 teachers and 56 students. There is a preparatory department and a well arranged 4 years' English course, with Latin and modern languages optional. Music, drawing, and painting are also taught.— (Catalogue, 1879; Almanac, 1882.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

STATE UNIVERSITY, ELKO.

As far as can be ascertained without the authoritative information of a State report, no institutions for instruction in theoretical or practical science, in theology, law, or medicine, have yet been opened in the State, except as the first mentioned may be included in the courses of the university at Elko.

SPECIAL INSTRUCTION.

SCHOOLS FOR THE DEAF, THE BLIND, THE FEEBLE-MINDED.

Provision is made by the State for the instruction of its deaf-mute and blind youth at the school in Berkeley, Cal. Whether there is any like provision for the feeble-minded, or for youth that need reformatory training, does not appear.

TRAINING OF ORPHANS.

The State Orphans' Home, in a biennial report for 1879 and 1880, received too late for use in the report of the Commissioner for the latter year, reports an enrolment of 30 girls and 46 boys, an average of 54 belonging and of 46 in daily attendance in the school connected with it. Instruction is given in the common English branches and vocal music. There have been 174 children in the institution since 1870, while 57, with ages ranging from 2 to 14, remained in the home January 1, 1881.— (Report, 1879 and 1880.)

CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

[Term, January 6, 1879, to January 1, 1883, then to be succeeded by Hon. Charles S. Young.]

NEW HAMPSHIRE.

SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of children 5 to 15 in 1880.	-----	60,899	-----	-----
Enrolled in public schools	64,341	63,235	-----	1,106
Average daily attendance	48,966	43,943	-----	5,023
Attending private schools	3,076	3,562	486	-----
Youth 5 to 15 out of school	3,715	4,445	730	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts	2,010	2,027	17	-----
Number of public schools	2,528	2,657	129	-----
Graded schools	489	502	13	-----
High schools	47	60	13	-----
Average length of term in days.	105.3	97.15	-----	8.15
Number of school-houses	2,248	2,214	-----	34
School-houses unfit for use	292	233	-----	59
Built during the year	25	20	-----	5
Having maps and globes	1,175	1,746	571	-----
Estimated value of school property.	\$2,329,913	\$2,113,851	-----	\$216,062
TEACHERS AND THEIR PAY.				
Men teaching	580	559	-----	21
Women teaching	2,880	3,026	146	-----
Whole number of teachers	3,460	3,585	125	-----
Teaching successive terms	1,378	1,483	105	-----
Teachers from normal school	377	345	-----	32
Average monthly pay of men.	\$34 12	\$32 63	-----	\$1 49
Average monthly pay of women.	22 23	21 77	-----	46
RECEIPTS AND EXPENDITURES.				
Total income for public schools.	\$562,116	\$577,489	\$15,373	-----
Total expenditure for public schools.	565,340	577,022	11,682	-----

(From report of Hon. James W. Patterson, State superintendent of public instruction, for the two years above indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are, for the State, a superintendent of public instruction, appointed by the governor for 2 years,¹ and a board of trustees for the State Normal School, consisting of the

¹The superintendent, in addition to the regular duties of his office, is required by an act of 1881 to deliver lectures in not less than 75 towns annually, beginning with the smallest and visiting all the counties in the State.

governor, the State superintendent, and 5 persons appointed by the governor with consent of the council for 2 years.

For towns, school committees are elected by ballot or appointed by the selectmen, of such number, for such term, and with such powers as the electors may determine. One of their number may be chosen by the board to superintend and visit schools, or any town or city may elect or appoint a superintendent of schools.

For districts, there are a moderator, a clerk, and a prudential committee of from 1 to 3 persons. School districts comprising the whole town must, and certain others may, elect a board of education of 3, 6, or 9 members, who have the powers of school and prudential committees.

Women may vote in school meetings and are eligible to all school offices.— (Laws, 1878, 1879, 1881.)

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children of school age. The law is compulsory in regard to the attendance of all 6 to 16 not attending other schools or otherwise employed. The employment of children under ten years of age and of any child under 16 unable to read and write is forbidden, except in vacation. No child under 16 may be employed unless he has attended school 12 weeks during the preceding year; none under 14, unless he has attended 6 months or the full term of school taught in his district; and none under 12 who has not attended during the entire term. Employers must have a certificate from the school committee as to such attendance before giving employment. Persons having control of children between 8 and 14 are required to have them instructed for at least twelve weeks annually in a public or private school or at home. For violation of this law parents or guardians may be fined \$10 for the first and \$20 for each subsequent offence; employers, not to exceed \$20 for each offence. School committees and boards of education are authorized to elect truant officers, whose duty it shall be to enforce the laws and ordinances in regard to truants and children not attending school between the ages of 6 and 16, and in regard to children employed in manufacturing establishments without attending school as required. Persons proposing to teach, who give satisfactory evidence of good moral character and of suitable temper and disposition for teaching, must be examined by the school committee of the town in such branches as are taught in the schools, and, if found competent, receive certificates, which must be delivered to the prudential committee before they can be employed. No teacher may receive payment for services who has not delivered to the prudential committee a certificate that a register or record has been properly kept and returned at the end of the term. The public schools are sustained from the proceeds of a State literary fund and of a fund created by the sale of State lands; there is also a town tax on polls and ratable estate of \$350 for school purposes for every dollar in the \$1,000 of State tax which such towns are required to raise for general purposes, but towns may raise a larger amount. The apportionment of the State fund is made according to the number of scholars 5 years old and upwards who have attended the public schools not less than 2 weeks; the town tax is distributed with reference to the valuation of the district for the year or in any manner desired by the voters of the town.— (Laws, 1878, 1879, 1881.)

GENERAL CONDITION.

The statistics for 1881 show a decrease in enrolment, in average attendance, in length of term, in number of school-houses, in estimated value of school property, in pay of teachers, and in number of teachers from normal schools, and an increase in youth of school age out of school. There was increase in the number of school districts, of public schools, of graded and high schools, of schools having maps and globes, in number of teachers, and of those teaching the same school for successive terms. The State superintendent reported 785 schools with 12 scholars or less and 297 with only 6, most of them in the rural districts. He urges the uniting of districts as provided for by law.

CITY SCHOOL SYSTEMS.

OFFICERS.

The public schools of towns and cities are under the control of school committees or boards of education. A superintendent may be elected or appointed, as the people decide. In Concord there is a board of education of 9 members, one of their number being chosen as superintendent of schools. Manchester has a committee comprising the mayor, the president of the common council, and one member from each ward. Dover, Nashua, and Portsmouth have each committees of 12 members. All except Portsmouth have superintendents.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Concord.....	18,838	.....	2,269	1,672	73	\$40,945
Dover.....	11,687	2,329	2,029	1,437	45	24,616
Manchester.....	32,630	.....	4,350	2,818	89	54,125
Nashua.....	13,397	.....	2,606	1,951	52	33,992
Portsmouth.....	9,660	2,272	1,922	1,771	34	23,884

ADDITIONAL PARTICULARS.

Concord embraces 16 legally organized and 4 fractional districts, besides 4 under special acts. The 24 reported 54 different public schools, with an enrolment of 2,269 and an average attendance of 1,672. Of the 73 teachers employed, 48 had taught the same school for more than one term and 8 were graduates of normal schools; of the 54 schools, 52 were supplied with maps and globes. The 30 school-houses were valued, with sites, furniture, and apparatus, at \$165,452. The shortest term of any school in any district was 19 weeks and the longest 30 weeks. Union district reported primary, intermediate, grammar, and high schools, the last offering an English course of 3 years and academic and classical courses of 4 years each. A mixed school was opened and well attended for the winter term. Special instruction in music and drawing was given in all the schools.—(State and city reports.)

Dover reported 18 school buildings, containing 44 rooms, with 2,042 sittings for study, valued, with sites, furniture, &c., at \$149,300. In public day schools an enrolment of 1,874 and a daily attendance of 1,363 are given; in a night school 155 were enrolled and 74 were in average attendance, their ages ranging from 15 to 40 years. The day schools were taught 167 days by 41 teachers; the night school was open 15 weeks during the winter and employed 4 teachers. An enrolment of 90 in private schools is reported.—(Return and city report.)

Manchester comprises but one school district, containing 80 different public schools, among which are one high and 68 graded schools. There were 24 school-houses reported, 1 having been built during the year at a cost of \$6,000; all were valued, with apparatus, at \$286,200. Of the 89 teachers employed, 75 have taught the same school more than one term and 3 were from normal schools. The length of term was 190 days. An enrolment of 2,000 was given for private schools.—(State report.)

The public schools of *Nashua* are graded as primary, grammar, and high, and in 1881 occupied 17 buildings, with 52 rooms, valued, with sites, &c., at \$236,891. An enrolment of 2,606 was given for both day and evening schools, with an average attendance of 1,951 in day schools only. There were 3 men and 49 women engaged in teaching. Special instruction was given in music. There were 20 enrolled in private schools.—(Return.)

Portsmouth had 1 high, 9 grammar, and 3 primary school buildings, containing 35 rooms and valued, with sites, &c., at \$82,600. The schools were open for instruction 200 days, with 34 teachers and an average attendance of 1,771. The high school offered in 1880-'81 a 3 years' English and a 4 years' Latin course. Of the successful candidates for admission in 1881, 26 elected to take the 4 years' and 20 the 3 years' course. An estimated enrolment of 150 was reported in private schools.—(Return and city report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

The State Normal School was organized in 1871 as a strictly professional school for the training of teachers. The State appropriated for its support in 1881 \$8,500 and the city of Plymouth \$1,350. The full course comprises 2 years, but students preparing to teach in the primary schools, upon passing the requisite examination, may take a single year's course, one term devoted to the study of methods, the second to practice in the training school. There are 100 children in attendance on the training school, graded to correspond with the 5 lower grades of the city schools; each pupil teacher has a class of ten for ten weeks and then a similar class of another grade for the same length of time. Critic teachers give daily direction to the work which is subject to inspection. There were 35 students enrolled in 1881, only 2 of them young men.—(Return and catalogue.)

TEACHERS' INSTITUTES.

The law makes no provision for institutes; but teachers, realizing the advantages to be derived from the exercises and association of institutes, have held them at their own expense in various parts of the State.—(Statement of State superintendent.)

EDUCATIONAL JOURNAL.

No journal of education is published in this State; but information as to New Hampshire public schools is given in the National Journal of Education.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Any town or district may, by so voting, become a high school district and establish a high school. There were 60 such schools reported for 1881, an increase of 13 for the year. In the 31 which furnished statistics there were 31 men and 56 women teaching; 1,155 boys and 1,441 girls in attendance; 920 studying ancient and 384 modern languages.

PRIVATE SECONDARY SCHOOLS.

The statistics from 40 of the 50 private schools of higher grade reporting to the State superintendent for 1881 show 78 men and 61 women teaching; 1,729 boys and 1,147 girls in attendance; 866 studying ancient and 469 modern languages. Twenty of these schools report libraries with more than 300 volumes, the largest containing 4,000.

For statistics of such schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGE FOR YOUNG MEN.

Dartmouth College, Hanover, continued to be in 1881 the sole institution for superior instruction in this State, and had not yet opened its doors to women in any of the collegiate departments, which are academic, medical, agricultural, and scientific. For the last three see Scientific and Professional Instruction, further on. The collegiate standard is high, the preparatory examination covering as much as the full course of some schools claiming to be colleges. Graduates from approved preparatory schools having courses of at least 3 years are admitted without examination on the certificates of their principals that they have mastered the entire requisites for admission or their equivalents. The academic department has a four years' classical course, with modern languages, mathematics, history, &c. Part of the studies in this for the junior and senior years are to be elective after 1881-'82. The same department has also a Latin-scientific course, which omits Greek and substitutes for it an equivalent amount of mathematical, scientific, and modern language studies. The preparatory examination for this is the same as for the classical, except as respects Greek history and language. After 1882 this preparatory examination will include French.—(Catalogue.)

For statistics of this department, see Table IX of the appendix.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of the 4 institutions that usually report themselves under this head, see Table VIII of the appendix; for summaries of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, Hanover, was established on the basis of the congressional land grant and in connection with Dartmouth College in 1866. It offers students the English portion of a collegiate course, with such other studies as may prepare them to become intelligent and scientific farmers. An attendance of 41 was reported for 1881 and 14 received the degree of B. S.

The *Chandler Scientific Department of Dartmouth College* had 48 students pursuing its 4 years' course, and conferred the degree of B. S. on 12 in 1881. The course includes instruction in the practically useful arts of life. No other preparatory studies are required than those taught in the common schools of New England.

The *Thayer School of Civil Engineering*, also a department of Dartmouth, provides an exclusively professional training in its 2 years' course, which is really a graduate course. A rigid examination in common and higher branches is required for admission. There were 7 students in 1881 and one degree of civil engineer was conferred.

For further information as to these departments, see Table X of appendix.

PROFESSIONAL.

There were no schools of *theology* or *law* reporting from this State in 1881.

Medical instruction was given in the medical department of Dartmouth College under 8 professors and 5 lecturers. Applicants for admission, unless matriculates of some regular medical college or graduates of some reputable college, academy, or high school, must pass an examination upon entering. For graduation, 2 full courses of lectures of 16 weeks each and 3 years of professional study are required.¹ There were 96 students in 1881; the degree of M. D. was conferred upon 29, some of whom had graduated in November, 1880.

For any further particulars, see Table XIII of appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire has no institution for the education of the deaf and dumb and the blind, but makes provision for their instruction in the Perkins Institution and Massachusetts School for the Blind, Boston; in the Institution for Deaf-Mutes, Hartford, Conn.; and in the Clarke Institution for Deaf-Mutes, Northampton, Mass. Statistics of those thus trained are wanting.

REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Manchester, established in 1858, has had during the 23 years of its existence 1,087 inmates, and reported 100 boys and 15 girls in the institution in 1881. They are all taught the common English branches; out of school the boys are engaged in farming, gardening, chair seating, and shoemaking; the girls, in sewing and general housework. About three-fourths of those discharged are known to have become useful and orderly members of society.—(Return, 1881.)

TRAINING OF ORPHAN AND DEPENDENT CHILDREN.

The *Orphans' Home*, Concord, under Protestant Episcopal influence, admits children between the ages of 1 and 10, and requires boys to leave at 12 and girls at 18. There were 9 boys and 17 girls reported for 1881.—(Return, 1881.)

The *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian institution supported by voluntary contribution, receives children from 3 to 14 and reported 31 inmates in 1881. All are taught common school branches; the boys are employed in farming and printing; the girls, in sewing and housework.—(Return, 1881.)

The *Children's Home*, Portsmouth, receives orphan, motherless, or otherwise homeless children under 12 years of age, and trains them, without distinction of creed or color, in practical home duties and in habits of honesty, truthfulness, purity, and industry, with literary instruction in the public schools. Number admitted to February, 1881, 21; returned to parents, 3; died, 1; remaining, 17.

OBITUARY RECORD.

PROF. DAVID CROSBY.

Born in 1807 at Hebron, N. H., he died at his home in Nashua February 25, 1881. Having chosen teaching for his profession and by perseverance and industry having gained the means to complete his studies, he entered Dartmouth College and graduated in 1833. He settled in Nashua in 1836 and opened a high school; a few years later he founded and had incorporated the Nashua Literary Institution, of which he was the principal until failing health led him to give up his school 2 years before his death; he continued, however, to teach a private class at his home to within five or six weeks of his death. In the fifty-six years he was a teacher, he instructed many men who have become famous in the State and nation.

EDUCATIONAL CONVENTIONS.

NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of the State Teachers' Association was held at Portsmouth, December 21-23, 1881. Among those present were Hon. J. W. Patterson, State superintendent; Prof. Warren and Miss Reed, of the State Normal School; Professors Quimby and Ruggles, of Dartmouth; Prof. Elliott Whipple, of the McGaw Normal Institute; Principals Bachelier and Clifford, of Manchester; Principals Jones and Webster, of Boston. The leading subject for papers and discussion was mathematics, although

¹Besides the required lectures there is offered instruction by daily recitations from the middle of December to the third week in June.

"Methods of instruction in the Chandler Scientific Department of Dartmouth College" was presented by Prof. E. R. Ruggles, of Hanover, and "Methods of teaching physics and chemistry," by Prof. I. J. Osbun, of Salem, Mass. "History" was discussed in an interesting and practical way by Prof. H. P. Warren, of Plymouth, and T. W. Bicknell, of The Journal of Education, Boston. A resolution was adopted that the association approve and indorse Senator Blair's educational bill. The attendance of both teachers and people was not so good as heretofore.—(State report.)

CHIEF STATE SCHOOL OFFICER.

HON. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Term, July 8, 1880, to July 7, 1882.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18)	330,685	335,631	4,946	
Enrolled in public schools	204,861	203,542		1,419
Average monthly enrolment	125,059	119,437		5,622
Average daily attendance	115,194	110,052		5,142
Enrolled in private or church schools	43,530	43,656	126	
Whole enrolment in all schools	248,491	247,198		1,293
Children not in school	81,117	87,112	5,995	
SCHOOL DISTRICTS AND SCHOOLS.				
Townships and cities	271	274	3	
School districts	1,371	1,370		1
Public school buildings	1,580	1,585	5	
Departments in these	3,486	3,556	70	
Unsectarian private schools	129	197	68	
Church schools	107	100		7
Districts with poor school-houses	177	192	15	
Districts with passable school-houses	291	300	9	
Districts with good school-houses	545	509		36
Districts with very good school-houses	567	584	17	
Number of new school houses	26	16		10
Buildings refurnished or remodelled	65	67	2	
Average value of school houses	\$4,108	\$4,779	\$671	
Valuation of all public school property	6,244,139	6,275,067	30,928	
Districts with less than 6 months' school	10	16	6	
Districts with 6 to 9 months' school	73	80	7	
Districts with 9 months' school or more	1,288	1,274		14
Average time of school in days	192	190		2
TEACHERS AND THEIR PAY.				
Men teaching in public schools	991	926		65
Women teaching in public schools	2,486	2,560	74	
Whole number of teachers	3,477	3,486	9	
Average monthly pay of men	\$55 82	\$51 07		\$4 75
Average monthly pay of women	32 90	32 68		22
Teachers in private or church schools	572	577	5	
INCOME FOR SCHOOLS.				
Whole receipts for public schools		\$1,914,447		

(From the report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1880-'81, containing also statistics for 1879-'80, and from returns from the same for both years.)

STATE SCHOOL SYSTEM.

OFFICERS.

There is a State board of education, which consists of the trustees of the school fund and the trustees and treasurer of the State Normal School. A superintendent of public

instruction, holding his office at the pleasure of the board and generally chosen for 3 years, is ex officio secretary of the same, president of the State Association of School Superintendents, and an associate member with the principal of the State Normal School in forming a State board of examiners; he is also an ex officio member of all county and city boards of examiners.

For each county, a superintendent is appointed by the State board of education, subject to the approval of the county board of freeholders, holding office at the pleasure of the board. A county board of examiners is composed of the county superintendent and not more than 3 teachers appointed by him for one year.

For each school district there is a board of 3 trustees, all elected by the legal voters of the district at their first annual meeting, and afterwards 1 each year, for 3 years' service. The district trustees of each township together constitute a township board, who meet the county superintendent semiannually at such times as he may designate, to receive communications and suggestions and to submit questions for his advice and opinion in regard to the management of the schools. Women are eligible to the office of school trustee.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all residents 5 to 18, without regard to religion, nationality, or color, and are supported from the proceeds of a State fund and from a State tax equal to \$4 for each child of school age, which tax is apportioned for assessment among the several counties in proportion to the amount of taxable property in said counties. Of the moneys annually raised from State tax, 10 per cent., known as the reserve fund, is apportioned by the board of education at its discretion, and 90 per cent. of the amount raised in any county is paid back to said county. If the sums received from the State are not sufficient to maintain schools 9 months in each year, townships may raise an additional amount, and must add, from the interest of the surplus revenue received by them and from other funds not raised by tax, such sums as the town meeting may direct. County superintendents must apportion the State moneys and all other sums received for school purposes according to the number of school children; provided that no district shall receive from all State and county funds less than \$200 and districts with 45 or more children not less than \$350. To get this aid, districts must provide suitable school buildings and must have maintained a free school for 9 months during the preceding year. Not more than \$20 of the school moneys so received may be used for any other purpose than teachers' salaries and fuel. Cities and districts may raise such other sums as they need for buildings, repairs, and general school purposes.

To receive their pay, teachers must hold certificates of qualification and present a duly kept register for the time for which pay is asked; they are required to attend the annual institute held in the county in which they teach, unless excused by the superintendent, their pay continuing during such attendance; they may suspend disorderly scholars, reporting their action to the school trustees for approval, but are not allowed to inflict corporal punishment.

An annual appropriation of \$100 for each teachers' institute held in any county or in two or more adjoining counties is made by the State.

The State encourages the establishment of schools for training in mechanical and industrial pursuits by offering to any city, town, or township that will raise \$3,000 a like sum for the establishment of such school and an annual contribution, not to exceed \$5,000, for its support, if the city or township will do the same; it also encourages the formation of district libraries by giving \$20, if the same amount is raised by the district, and a further sum of \$10 yearly, if the district shall have given the same.

CHANGES IN THE SCHOOL LAWS.

Two important additions to the school laws and two important changes were made in 1881 and are incorporated in the above review of the features of the State school system.

One of the additions was the rule as to the admission of pupils to the State schools without regard to religion, nationality, or color. The occasion for its introduction was an effort on the part of a school board in a certain district to exclude one of these classes, whereupon the legislature promptly enacted a law against any such class distinctions in the schools. The other addition was the provision as to the encouragement of industrial training already mentioned.

The changes were (1) as to the basis for the annual State tax for schools, which had been 2 mills on \$1 of all property and was made to be \$4 for every child of school age; (2) as to the apportionment of the school moneys to the counties, which had been according to the number of school children, and was made 90 per cent. to each county of the amount that it had raised, the remaining 10 per cent. at the discretion of the State board of education to such points as might seem most to need or to deserve it. The apportionment within each county will still be according to the number of children of school age.

GENERAL CONDITION.

For the first time in many years there appear evidences of some decline in the school life of the State. With 4,946 more children to be educated, there were 1,419 fewer brought into the public schools than in 1879-'80, while 5,622 fewer were in average monthly enrolment and 5,142 fewer in average daily attendance. There was a reduction of \$4.75 in the average monthly pay of men, with a falling off of 65 in their number, the places vacated, however, being filled by women. The report shows that there were many more high grade certificates issued, with fewer of the lower grade. There were 70 more departments of public schools established, which at the rate of 50 seats to a department would accommodate nearly two-thirds of the increased number of school age. Of the reduction of about 2 per cent. in average attendance based on enrolment the State superintendent offers no explanation.

EVENING SCHOOLS.

There was an increase in the number of schools held in the evening for persons employed during the day as well as in the attendance on such schools. New Brunswick abolished its evening schools, and Elizabeth, Gloucester City, and Morristown established such schools; in Hoboken, Millville, Newark, Paterson, and Salem they were continued. There were thus 8 cities with these schools, instead of 6, having 91 more evenings of school, with an increase of 1,576 in enrolment of pupils, of 576 in average attendance, of 18 in teachers employed, and of \$1,903 expended for instruction. The percentage of average attendance on enrolment ranged from 33 to 51, the highest being in Newark and the lowest at Salem and Paterson.

KINDERGARTEN.

Of 16 schools of this class on the lists of this Bureau 8 have made reports for 1880-'81 at the date at which this matter goes to press. All were in the upper tier of counties. For information respecting them individually, see Table V of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Each incorporated city or town constitutes a single school district, with its school interests under control of a board of education elected by the people. A city superintendent of schools and such other persons as the board of education may appoint form a city board of examiners.

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeton	8,722	2,292	1,542	923	28	\$13,123
Camden	41,659	12,637	7,935	4,196	124	88,490
Elizabeth	28,229	8,625	3,311	2,093	51	35,841
Hoboken	30,999	9,996	5,235	3,190	97	73,216
Jersey City	120,722	41,110	21,373	12,848	327	184,885
Millville	7,660	2,396	2,018	829	33	20,064
Newark	186,508	41,861	18,511	12,145	279	214,455
New Brunswick	17,166	6,305	2,458	1,732	48	32,749
Orange	18,307	4,015	1,510	1,001	33	39,805
Paterson	51,031	14,611	9,575	5,278	113	83,683
Plainfield	8,125	2,024	1,263	838	24	22,775
Trenton	29,910	7,776	3,520	2,355	66	41,565

*a*For the sake of uniformity, all the statistics contained in this table are taken from the State report.

ADDITIONAL PARTICULARS.

Bridgeton reported primary and grammar schools, accommodated in 6 buildings containing 28 rooms, with 1,500 sittings for study, valued, with sites, &c., at \$38,000. The schools were taught 192 days by 28 teachers. There were 170 enrolled in private schools and 586 in no school.

Camden expended \$13,249 for the erection, repair, and furnishing of school buildings, and values its entire school property at \$466,100. The length of term was 210 days, and 124 teachers were employed. The pay of men averaged \$107.50, that of women \$34.16, a month. The enrolment in public schools was 7,935; the sittings for study, 6,491. There were 1,587 in private schools, and 3,115 not in school.

Elizabeth expended \$2,482 for repairs and furniture for its 5 school buildings, which contain 47 rooms, with 2,565 sittings, and are valued at \$80,000. An enrolment of 3,311, with an average attendance of 2,093, in day schools and of 442, with an average attendance of 184, in 2 evening schools was given for 1881. The board of examiners issue trial certificates to all persons who pass the required examination; after 3 months of successful teaching a full certificate is granted. Persons holding trial certificates, not teaching, are authorized to act as substitutes and to visit the schools and perform such duties as may be desired. Full third grade certificates are good for only 2 years without renewal; to obtain permanent positions teachers must pass examination for the first or second grade. The 51 teaching in 1880-'81 had all obtained the higher certificates. A permanent position at a good salary as teacher of the lowest primary grade has been given to an experienced teacher in each primary department. New teachers entering the schools are to begin not lower than room 2. There were 2,439 in private schools and 2,875 in no school.

Hoboken in 1881 reported to the State superintendent a Saturday normal, 1 high, 4 grammar, and 5 primary schools, and 1 evening school, conducted in 5 buildings, 4 of them belonging to the city, on which \$6,432 had been expended during the year for improvements and furniture; the entire school property was valued at \$132,500. Day schools were taught 202 days; the evening school (divided into 6 classes, 1 devoted exclusively to teaching English to German pupils), for 4 months. The teachers convene monthly to discuss subjects of interest to their profession. There was an estimated attendance of 1,496 in private schools and 3,265 children did not attend school.

Jersey City reported primary, grammar, and high schools and a training school for teachers, conducted in 20 buildings, 17 belonging to the city. An expenditure of \$10,344 was made during the year for improvements and the entire school property was valued at \$657,150. There was an enrolment of 21,373, although the school-houses will seat but 14,370 comfortably. The schools were taught 200 days by the 327 teachers; the pay of men averaged \$124.76 a month; that of women, \$29.34. A teachers' association, organized in 1877, holds monthly meetings. Latin, Greek, and German are taught in the high school. There were 9,737 children in private schools and 10,000 not attending school.

Millville expended \$3,983 in the erection and furnishing of one new building and in repairs on others, and reported its school buildings in good condition, valued, with sites, &c., at \$40,000. The schools are graded and a graduating course was established in the high school, the first commencement having been held in 1881. The day schools were taught 200 days; the evening schools, with an enrolment of 482 and average attendance of 226, were taught 63 evenings, and had 15 teachers. There were 75 in private schools and 303 in no school.

Newark, for 1881, reported 31 primary schools with 176 classes, and 78 classes in the grammar schools, 12 being of the first grade, from which 267 pupils passed into the high school. The high school, in its classical, scientific, and English courses of 4 years each, had 54 graduates, and in its commercial department 16. The normal training school, requiring graduation from the high school or its equivalent for admission, had 27 such graduates in a strictly professional course of one year. The evening schools were graded as far as possible, and reported an enrolment of 1,712, with an average attendance of 858, for a term of 3 months. Music and drawing are taught in all the schools by special teachers, and German in the high school. The schools occupied 32 buildings, 26 of them belonging to the city, all containing 15,600 sittings for study and valued, with sites, &c., at \$910,000. Schools were taught 205 days. There were 6,000 in private schools and 17,350 in no school.

New Brunswick maintained its former high standard for regularity and promptness of attendance, reporting 315 pupils in June, 1881, who had not lost a day during the year, some of this number not a day in 5, 8, and 10 years. The schools were accommodated in 6 buildings containing 46 rooms, with 2,175 sittings, valued with sites, &c., at \$125,200, and were taught 201 days by the 48 teachers. There were 1,200 in private schools and 2,487 in no school.

Orange expended \$17,393 for buildings, furniture, and repairs, and in September, 1881, had 4 school-houses, with sittings for 1,371 pupils, valued, with sites, &c., at \$100,000. The schools were taught 197 days by the 33 teachers. The high school offers a course of 4 years and one of 3, and had 11 graduates, 10 of them girls. There were 1,000 in private schools and 1,505 in no school.

Paterson reported 29 schools and departments, comprising 1 normal and 1 normal training school, 1 high, 8 grammar, 3 primary, and 7 evening schools, and 8 primary departments of other schools. A systematic course of study has been established, giving 5 years to the primary, 4 to the grammar, and 4 to the high school. As only 12 per cent. of those enrolled pass through the grammar schools and but 2 per cent. through the high school, regularity and thoroughness in the primary grades are important. The elementary evening schools, in which the length of term varied, had 1,896 enrolled and

36 teachers; the evening high school, with an average attendance of 26, was taught 72 evenings by 2 teachers, and reported special progress in drawing. The city expended \$13,369 for buildings, furniture, and repairs during the year, and valued its school property at \$257,100. There were 1,500 in private schools and 3,536 in no school.

Plainfield expended \$4,975 for the erection and improvement of school-houses and valued its school property at \$60,000. The length of term was 200 days. There were 305 in private schools and 456 in no school.

Trenton expended \$1,470 in improvements for its school-houses, which will seat 2,718 comfortably and are valued, with sites, &c., at \$130,000. The schools were taught 200 days by 3 men and 63 women. There were 2,600 in private schools and 1,634 in no school.

TRAINING OF TEACHERS.

NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school, established in 1855, is the chief agency for the supply of well trained teachers for the public schools and in 1881 received \$20,000 from the State for its support. It has an elementary course of 2 years and an advanced course of 3 years; graduates from the former receive State certificates of the third grade, valid for 7 years; those from the latter, second grade certificates, valid for 10 years. An enrolment of 236 was reported for 1880-'81, with 24 graduates from the advanced and 27 from the elementary course; of this number 49 had engaged in teaching. A model school connected with the institution furnishes the pupils of the normal school opportunity for both observation and practice in teaching. Its course of study ranges from elementary English through high school and college preparatory courses. There was an enrolment of 361, with an average attendance of 284 in 1881; of the 7 graduates, 4 had taken the college course.

FAENUM PREPARATORY SCHOOL, BEVERLY.

Founded about the same time as the State Normal School and preparing students for it, this school receives an annual appropriation from the State. It has primary, intermediate, preparatory, and senior departments, the first 2 with 3 classes each, the last 2 with 2 classes each, thus serving as a first class graded school, with the lowest rates of tuition for Beverly. Its graduates, of whom there were 3 in 1881, may enter the advanced class of the normal school and graduate in 1 year.

OTHER NORMAL TRAINING.

Normal schools or classes are reported in Hoboken, Jersey City, Newark, and Paterson, and teachers' associations for mutual improvement in school studies and work in Hoboken and Jersey City. One meeting monthly or oftener has been maintained for many years in Burlington County under the leadership of an efficient superintendent, pursuing steadily a regular course of study, and there are others in other counties. Newton Collegiate Institute, Newton, reported normal training, and the Collegiate Institute and Business College, Salem, a 3 years' normal course and an annual teachers' normal institute lasting 6 weeks, consisting of 4 classes, to accommodate those seeking first, second, and third grade and State certificates.

TEACHERS' INSTITUTES.

Institutes were held during the year in the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Hunterdon, and Salem. The attendance at all these was good, few teachers being absent except for sickness. Able instructors were employed, and modern methods of teaching were presented and discussed.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The information in regard to high schools is meagre and correct statistics cannot be given. Such schools appear in 1881 at Elizabeth, Hoboken, Jersey City, Millville, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Plainfield, Rahway, and Trenton. At Beverly and Trenton some high school studies, preparatory in character, are also pursued in the higher classes under preparation for the State Normal School. An evening high school was maintained for some months at Paterson in addition to the day school. Advanced classes are reported by the superintendent of Camden County, from which graduates may enter the State Normal School or the Agricultural College at New Brunswick.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix to this volume, and for

summaries of the same, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (non-sectarian), maintained in 1881 (which was the one hundred and thirty-fourth year of its existence) its classical, scientific, elective, and graduate courses at the high standard of former years. An attendance of 488 in both academic and scientific departments was reported; among these were 7 fellows, 41 graduate and 12 special students. The list of students contained names of representatives from 30 States and Territories, as well as from Bulgaria, India, Scotland, and Thrace. Every graduate obtaining a six hundred dollar fellowship must devote one year to study under the direction of the professors in the department for which the fellowship was provided, and must reside in Princeton, unless, by vote of the faculty, he be allowed to study at an approved foreign university, in which case he must from time to time furnish written reports of his work to the professors in his department. The museums and apparatus have been increased during the year; a portion of Nassau Hall was arranged for the use of the museum, and an observatory was erected and equipped, said to be equal to that of any similar institution in the United States.—(Catalogue, 1880-'81.)

Rutgers College, New Brunswick (non-sectarian), founded in 1770, reported for 1881 no changes in its courses of study, which comprise classical, scientific, special, and graduate courses. Its students numbered 6 resident graduates, 87 in the classical and 40 in the scientific department, and 11 special students.—(Catalogue.)

St. Benedict's College, Newark, founded in 1868, and *Seton Hall College*, South Orange, founded in 1856 (both Roman Catholic), have preparatory departments and classical and commercial courses of study; the former reported 50 students for 1881; the latter, 110, with 13 graduates, and 33 in the Diocesan Seminary.—(Catalogues.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For statistics of schools of this class reporting for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The institutions of this character in the State are *Rutgers Scientific School*, New Brunswick; the *John C. Green School of Science*, Princeton, and the *Stevens Institute of Technology*, Hoboken.

Rutgers Scientific School, constituted by act of the legislature the State College for Agriculture and the Mechanic Arts, offers full 4 years' courses of study in civil engineering and mechanics and in chemistry and agriculture; also, special 2 years' courses in chemistry and in agriculture. Provision is made for graduate studies.

The *John C. Green School of Science*, a department of Princeton College, has 2 courses in general science: one of 4 years, to be pursued by candidates for the degree of B. S.; the other of 2 years, for students who have received a first degree and who are candidates for that of M. S. Graduate, advanced, or special students enjoy every facility for study and research.

Stevens Institute of Technology, essentially a school of mechanical engineering, has a course of 4 years, each year divided into a preliminary term (during which the sophomore, junior, and senior classes devote 8 hours a day to experimental mechanics and shop work) and 3 regular terms. Beginning with 1882, fuller requirements for admission will be made in mathematics and in English, an examination in rhetoric having been added. A new workshop, fitted up and furnished with machine and other tools at his own expense, was presented to the institute by President Henry Morton in May, 1881.

For statistics of these scientific schools, see Table X of the appendix, and a summary of the same in the report of the Commissioner preceding.

PROFESSIONAL.

The only professional schools reporting in 1881 were *theological*, viz: the German Theological School of Newark, N. J., at Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton; and the Diocesan Seminary of Seton Hall College, South Orange (Roman Catholic). The 4 first named have full 3 years' courses and require candidates for admission who are not college graduates to pass an entrance examination. The Seminary at Princeton has also a graduate course of 1 year. The theological course at Seton Hall College

comprises 1 year of philosophy and 4 years of theology. The Seminary of the Reformed Church received gifts for the improvement of its library, the maintenance of Hertzog Hall, and the endowment of 2 scholarships, amounting in all to \$90,000.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND THE BLIND.

From a written report of the State superintendent for 1881, it appears that 153 deaf-mutes from New Jersey¹ were being educated at different institutions in Connecticut, Massachusetts, New York, and Pennsylvania, at a cost of \$44,824, and 34 blind at institutions in New York and Pennsylvania, at a cost of \$9,934.

EDUCATION OF THE FEEBLE-MINDED.

In the Pennsylvania Training School for Feeble-Minded Children, Elwyn, there were 50 pupils from New Jersey in 1881, for whose training and improvement the State paid \$12,454.—(Letter from State superintendent.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School* for boys, Jamesburg, reported for 1880 an average of 258 inmates, who were being trained in the school room, on the farm, and in the shop. No report has been received for 1881.

The *State Industrial School for Girls*, Trenton, established in 1870, receives children between the ages of 7 and 16, and reported 25 inmates at the close of 1881, who were receiving instruction in the common English branches as well as in household work. There were 10 discharged and 15 indentured during the year.—(Return.)

The *Newark City Home*, a reformatory and industrial school supported by the city, receives both boys and girls. Its eighth annual report states that 83 inmates were received and 64 paroled in 1881. Evidences of progress made in learning and good conduct are noted. The boys are taught farming and brush making; the girls, tailoring, dress-making, plain sewing, and mending. Regular school instruction in the English branches and vocal music is given every day. A system of credits and demerits for disciplinary purposes has superseded the severer forms of punishment.—(Annual report.)

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Of some 15 institutions for sheltering such children and training them in studies and industries till they can be placed at service or in trades, only 4 have made reports for 1880-'81 at the time at which this goes to press. These are the West Jersey Orphanage, Camden; Children's Home, Burlington County, Mt. Holly; Newark Orphan Asylum, Newark; and Paterson Orphan Asylum, Paterson. They report, in all, 18 teachers in studies or industries, 1,225 cared for since the foundation of the associations or institutions, and 171 remaining at the date of their reports.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

Of meetings of the State Teachers' Association and the State Association of School Superintendents no account is contained in the State report for 1881. The only account that has reached the Bureau is an announcement and programme in the *New-England Journal of Education* of the State Teachers' Association to be held at Long Branch, July 6-7 of that year.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

Mr. Apgar has served by successive reëlections since 1867.

¹ A bill is said to have passed the legislature in 1882 providing for the establishment of a State institution for the deaf and dumb, to be located at Trenton.

NEW YORK.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	1,641,173	1,662,122	20,949	-----
In common schools.....	1,031,593	1,021,282	-----	10,311
In average daily attendance.....	573,089	559,399	-----	13,690
Attending private or church schools.....	108,567	108,309	-----	258
Attending academies.....	30,909	31,114	205	-----
Attending normal schools.....	5,753	5,944	191	-----
Attending colleges.....	3,641	6,251	2,610	-----
In medical schools.....	2,579	3,069	490	-----
In law schools.....	653	603	-----	50
Whole number under instruction.....	1,183,695	1,176,572	-----	7,123
SCHOOLS AND DISTRICTS.				
School districts.....	12,017	12,001	-----	16
Public school-houses.....	11,899	11,894	-----	5
Log school-houses.....	83	78	-----	5
Frame school-houses.....	10,077	10,073	-----	4
Brick or stone school-houses.....	1,739	1,743	4	-----
Average school term in days.....	179	178	-----	1
Volumes in district school libraries.....	735,653	707,155	-----	28,498
Valuation of public school property.....	\$30,747,509	\$31,091,630	\$344,121	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	7,992	7,669	-----	323
Women in the same.....	22,738	23,157	419	-----
Whole number.....	30,730	30,826	96	-----
Teachers licensed through normal schools.....	1,068	1,095	27	-----
By State superintendent.....	1,083	964	-----	119
By local officers.....	28,579	28,767	188	-----
Teachers employed 28 weeks or over.....	20,597	20,731	134	-----
Teachers' institutes held.....	79	77	-----	2
Teachers attending institutes.....	15,404	13,209	-----	2,195
Average attendance on each.....	195	171	-----	24
Average annual pay of teachers.....	\$369 56	\$375 06	\$5 50	-----
Average monthly pay.....	41 40	42 24	84	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$10,412,363	\$10,895,765	\$483,402	-----
Whole expenditure.....	10,412,378	10,923,404	511,026	-----
STATE SCHOOL FUND.				
Common school fund.....	\$3,251,286	\$3,276,602	\$25,316	-----

a Not including the United States deposit fund, which in 1878 amounted to \$4,014,521.

(From reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

General educational interests continued to be under the supervision of a State superintendent of public instruction, elected by the legislature for a term of three years, and of a board of regents of the university,¹ having oversight of academic, collegiate, and professional training.

For the local management of the common school interests there still were district school commissioners (nearly answering to county superintendents elsewhere), elected by the people for 3 years; boards of district trustees of 1 or 3 members, the term of a sole trustee being 1 year, but if 3 trustees were elected, there being an annual change of 1; in union districts, boards of from 3 to 9 members take the place of the district boards.

OTHER FEATURES OF THE SYSTEM.

The common schools of the State continued to be free to all persons 5-21 years of age residing in the district, and also to non-residents at the discretion of the trustees. To supply this free schooling, the State levies an annual tax; this in 1881 was 1.14 mill on \$1, which, with the income from the United States deposit fund and common school fund, amounted to about \$3,400,000; while the people by voluntary local taxation raised about \$7,400,000 more. According to law the greater part of these large sums is paid for teachers' wages; for buildings, sites, furniture, and repairs; for apparatus, libraries, colored schools, and various incidental expenses; for training teachers in academies, institutes, and normal schools under State direction. The remainder, about \$130,000, is divided between academies, Cornell University, Elmira Female College, the school commissioners, department of public instruction, regents of the university, and a few remaining Indian schools.

The annual apportionment of the school money is made by the State superintendent under specific direction of the school law. To entitle a district to its quota, the trustees of the preceding year must have reported that a common school was taught by a qualified teacher or teachers during the legal school year of 28 weeks of 5 days each. The basis of apportionment, heretofore partly on the number of children of school age and partly on average attendance, has been changed. The portion of the fund formerly distributed on the basis of average attendance is now given practically on the basis of aggregate attendance, the aggregate attendance in each school district being now divided by 140, the number of days in the legal school year. The State superintendent believes that this amendment will tend to lengthen terms in the respective districts.

To be a legally qualified teacher and entitled to pay from the public money, one must have a diploma from a State normal school or a certificate of qualification from some one of the school officers authorized by law to give such certificates.

It is the duty of every school commissioner to organize in his district, once in each year, a teachers' institute, and to induce, if possible, all the teachers in his district to attend (which they do without loss of pay for time thus spent), the commissioner being always subject to the advice and direction of the State superintendent.

The State annually appropriates \$50,000 for district libraries; but, notwithstanding the existence of various legal provisions intended to preserve the libraries and extend the field of their usefulness, the number of volumes reported in them falls off year by year, and the State superintendent has repeatedly recommended that the money appropriated for books be used in the purchase of apparatus or devoted to the establishment of village and township libraries.

The law passed in 1880 conferring upon women the right to vote in district school meetings and to hold school offices being found inadequate, it was amended in 1881. Under its liberal construction by the department of public instruction, women now enjoy the same privileges as men in these respects, and the State superintendent confidently predicts a continuance of the improvement in school interests which has already resulted from the change.

In the absence of any statutory provision respecting a legal school month, a calendar month is held to be such by the State department of education.

GENERAL CONDITION.

The statistics of 1880-'81, compared with those of 1879-'80, show that while there were 20,949 more youth to be taught, the enrolment in the public schools fell off 10,311 and the average attendance 13,690. The State superintendent does not ascribe this to any decline of interest in the public schools, but to the business activity of the year, which led many of the youth over 14 into manufacturing and business life. On the contrary,

¹ This board is composed of the governor, lieutenant governor, secretary of state, and superintendent of public instruction, with 19 other persons elected for life service, and styled "Regents of the University of the State of New York."

he thinks that the system has increased in efficiency in greater proportion than the attendance has fallen off, and that the results attained justify the large expenditures necessarily incurred. While there was a decline of 258 at private or church schools and of 50 at law schools, the colleges showed an advance in attendance of 2,610, the medical schools of 490, the normal schools of 191, and academies of 205. With these gains there was still a decrease of 7,123 in the whole number under instruction. School districts fell off 16 and school-houses 5. Log houses are gradually disappearing and giving place to brick or stone buildings. School property advanced \$344,121 in value. The school district library system showed its usual decline in the number of volumes, which this year reached 28,494. As to teachers, the review of the school year is a little more encouraging. While there were 323 fewer men teaching in the public schools, there were 419 more women, being a total gain of 96. Of the 30,826 employed, 20,731 taught for the full term, a gain of 134 over the previous year; 27 more held normal school diplomas; 188 more, licenses from local officers, though there were 119 fewer licenses from the State superintendent. Teachers' institutes were held in 58 counties, in 18 of which 2 sessions were held, besides 1 for the benefit of the teachers on the Indian reservations, making 77 in all. The falling off of 2,195 in attendance of teachers while only 2 fewer institutes were held is a fact indicating decline of interest on the part of teachers and weakness in the system of optional attendance. In teachers' wages there was no appreciable advance, though the school income was increased by \$483,402; expenditures were \$511,026 greater. There was a gain of \$25,316 in the value of the school fund, exclusive of any gain that may have taken place in the United States deposit fund, the amount of which has not been reported since 1878.—(State report.)

INDIAN SCHOOLS.

The remnants of 7 tribes of Indians still retain reservations in the northern section of the State and are included in the public school system of the State. They reported for 1880-'81 a school population of 1,607, an enrolment of 1,175, and an average daily attendance of 570; there was an increase of 17 in children of school age and of 11 in enrolment, but a decrease of 55 in average attendance. For the support of these schools the State annually appropriates about \$9,000.

KINDERGÄRTEN.

The report of 1879-'80 presents a list of 52 of these schools. Thus far in 1880-'81 but 28 have presented statistics. Among these are 4 important normal training schools, 1 for deaf-mutes, and several free Kindergärten for the children of the poor, while 3 have been discontinued. For further information, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities are generally organized under special charters which provide that the public schools shall be under the supervision of boards elected by the people, these boards varying in number and title. Usually also a superintendent is chosen by the board.

In New York City the mayor appoints a board of education composed, since 1873, of 24 commissioners. He also appoints 3 inspectors of common schools for each of the eight school districts into which the city is divided. One-third of both the board and inspectors are liable to change each year. A superintendent of schools and 7 assistant superintendents are elected by the board of education for terms of 2 years, and also 5 trustees for each ward, 1 of the 5 being changed each year.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Albany.....	90,768	85,411	13,975	8,966	252	\$195,112
Auburn.....	21,924	6,855	3,184	2,307	68	42,019
Binghamton.....	17,817	4,778	3,000	2,087	64	47,483
Brooklyn.....	566,663	199,100	98,077	53,194	1,338	1,058,500
Buffalo.....	155,134	60,000	25,212	14,225	439	349,835
Cohoes.....	19,416	8,518	3,240	1,465	53	37,853
Elmira.....	20,541	6,032	4,198	2,971	80	670,989
Hudson.....	8,670	3,220	1,245	806	21	12,329
Ithaca.....	9,105	2,703	1,918	1,365	32	27,787
Kingston.....	8,780	2,704	1,690	1,098	32	23,814
Lockport.....	13,522	4,000	2,745	1,596	44	30,132

α Including \$8,973 payment of indebtedness incurred in previous years.

Statistics—Continued.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Long Island City	17,129	5,717	3,837	2,179	50	\$39,697
Newburgh	18,049	5,912	3,325	2,129	64	44,767
New York City	1,206,299	398,000	257,944	127,008	13,172	3,690,283
Ogdensburg	10,341	3,886	2,222	1,151	30	22,252
Oswego	21,116	7,988	3,780	2,618	66	45,462
Plattsburgh	8,283	2,160	1,371	.....	26	13,344
Poughkeepsie	20,207	6,002	2,760	1,915	62	40,653
Rochester	89,366	37,000	13,381	8,788	255	214,179
Rome	12,194	3,129	1,700	1,427	31	15,243
Saratoga Springs	8,421	2,639	1,684	1,097	32	22,222
Schenectady	13,655	4,844	2,840	1,527	41	25,464
Syracuse	51,792	18,598	9,379	7,174	185	128,839
Troy	56,747	18,700	8,332	4,833	143	101,366
Utica	33,914	12,048	65,318	53,399	107	79,259
Watertown	10,697	3,346	2,092	1,300	48	29,594
Yonkers	18,892	6,467	3,231	1,719	52	53,543

^aIn addition there was an enrolment in evening schools of 16,096, average attendance of 6,158, and 271 teachers.

^bIncluding evening schools.

ADDITIONAL PARTICULARS.

Albany made important additions to its school buildings, having completed one with 616 sittings, valued with lot and furniture at \$19,942; and in place of an old one erected another, said to be a model of completeness; still a third was being remodelled and materially improved. This gave to the city 26 public school buildings, affording 11,857 sittings; school property was valued at \$765,397. A decrease of 73 in enrolment from the preceding year and of 285 in average membership was attributed to enlarged opportunities for industrial employment. An official examination as to how many had left school during the year to engage in some permanent employment, a useful line of general investigation, showed the number to be 870. Tardiness was reduced 50 per cent., but the half day absences increased 2.6 per cent. There were 649 cases of truancy (with not more than 500 truants, the superintendent thinks). The superintendent suggests the appointment of truant officers to enforce the provisions of the compulsory education act, and advocates the establishment of an ungraded school for the instruction and reformation of truants. Of the 252 teachers reported, 227 were females. The schools were taught 197 days and the average number of days lost by these teachers was only 2.8. Discipline had been all that could be desired. On an average attendance of nearly 9,000 there were only about 6 cases of corporal punishment daily. The courses of study remained substantially the same as 2 years ago. The system of written examinations in all the schools except the high continued to work well, the classes marked excellent exceeding those of last year by 386. A quotation exercise which had worked well in the high school was recommended for the lower grades. The progress in reading was satisfactory, sight reading being general. The study of language was increased, doing away with the old method of parsing, the result being seen in the fact that 290 passed the regents' examination, being 66 more than the year before. Great improvement in penmanship was secured by using pen and ink in the second and third year grades. Free hand drawing received increased attention, and was to be extended to the senior class of the high school, thus making a continuous course from the lowest to the highest grade. This, with music, French, German, and chemistry, was taught by special teachers.—(City report and return.)

Auburn classed its public schools as high, grammar, and primary. The 11 school buildings were found to be insufficient for the increased school population, but a proposition to increase the accommodations was negatived by a vote of the people. Three of these 11 buildings with 39 rooms were occupied by the primary schools, 7 with 16 rooms by the grammar, and 1 with three rooms by the high school, together affording sittings for 3,334 and valued, with other school property, at \$164,200. Only about 40 per cent. of the youth of school age were found in the schools, while enrolment increased 135 and average attendance 75. Of teachers (all women but 2) there were 2 more than the year before. Two special teachers in music and drawing were employed. Discipline was reported as generally good, the only exceptions occurring under unskilful and inexperienced teachers. There were 110 fewer cases of corporal punishment, and the superintendent reported the year as one of exceptional quiet and substantial progress. Private or parochial schools occupied 3 buildings, with an enrolment of 1,200 and 17 teachers.—(City report and return.)

Binghamton enrolled 63 per cent. of its school population of 4,778 and retained 43 per cent. of the enrolment in average daily attendance. Of these 8 per cent. were too young to attend profitably. In the period from 8 to 13, inclusive, which years come under the provisions of the compulsory school law, the absenteeism reached 9 per cent.; in that from 14 to 16, inclusive, when youth begin business life, 26 per cent.; in that from 17 to 18, inclusive, which closes the system of public school instruction, 25 per cent.; in that from 19 to 20, which lies entirely beyond the grades of city schools, 26 per cent. The school system embraces 7 ward schools, a grammar and a high school; these are all arranged in 12 grades, each, except the first, covering 1 year of three terms, the seventh and eighth constituting the grammar, the other 4 the high school grade. There was a loss of 147 in enrolment and of 128 in average daily attendance, while in teachers there was a gain of 6, there being 58 women and 6 men teachers. No special teaching in music, drawing, or penmanship appears. In the 8 school buildings reported, the primary schools occupied 2,038 sittings; the grammar, 574; the high school, 185. School property was valued at \$197,349; enrolment in private or parochial schools was estimated at 528. (City report and return.)

The *Brooklyn* board of education, consisting of 45 members, divides the general supervision of the public schools among 21 standing committees; more special supervision is intrusted to local committees. There were 57 school buildings, all in good condition. The entire school property was valued at \$4,943,553. While the buildings afforded sittings for 66,300 pupils and average attendance was 53,194, the enrolment for the year was 96,077. From 3,000 to 5,000 in the primary classes were crowded into basement rooms and old dwelling houses. It was estimated that from 5,000 to 10,000 more would attend the public schools if better accommodations were provided; not less than \$400,000 were deemed necessary to make suitable provision. The expenditure of \$1,037,901 during the year was inadequate for the needs of the schools, but the city refused to furnish the additional accommodations desired and thousands of children were obliged to wait, while thousands more were taught in half day sessions. The schools continued to be classed as primary, intermediate, and grammar, but in some grades more was required than could be accomplished in the time allowed; and over 100 inexperienced young girls are annually placed over classes of infant pupils. An intelligent review of the courses was called for. The city school system includes the educational departments of 9 orphan asylums and industrial schools partially supported by religious societies or individuals. These schools are under the same jurisdiction as the public schools, and during the hours allotted to secular studies, from 9 to 3, no religious instruction is given. During the year 2,294 children were taught by well qualified teachers and enjoyed better accommodations than the public school pupils; they were sustained at a cost to the public of \$42,971. There were taught during the winter 13 evening schools, including 2 high schools; in the first division of the school term there was an enrolment of 7,610 pupils under 201 teachers; in the second division, 5,328 pupils under 192 teachers. Music and drawing were taught by special teachers. The work in penmanship showed special improvement as the result of using pen and ink in the primary classes, instead of slate and pencil. To abate the evil of inexperienced teachers in the primary schools, it was decided to form classes on the Kindergarten plan, and ask for \$5,000 to pay teachers to be employed in this work. The establishment of industrial schools for the thousands of poor children not in the public schools was urged upon the attention of the board as a measure both of economy and safety to society.—(City report and return.)

Buffalo, with a school population of 60,000, an increase of 4,000, had 42 school buildings, valued, with other school property, at \$780,000, and 20,433 volumes in the school library, valued at \$19,694. The enrolment advanced 897 and average daily attendance 230. One additional teacher was employed and the expenditures were \$3,829 higher. Only 42 per cent. of the school population were enrolled in the public schools, and but 24 per cent. of it were in average daily attendance.—(State report.)

Cohoes reported 7 school buildings, and a school library of 1,638 volumes, which, with buildings and sites, were valued at \$86,800. The school population increased 527 and enrolment 566, but in average daily attendance there was a loss of 65; 10 more teachers were employed and \$4,000 more expended. There were registered in public schools only 38 per cent. of the school population, while only 17 per cent. of it appeared in average daily attendance. This showing from the State report of 62 per cent. of school population as not registered and 83 per cent. of it not in daily attendance in the public schools cannot be explained in the absence of any official report from the city superintendent.—(State report.)

Elmira had 8 school buildings, a gain of 2 over the previous year, affording 3,825 sittings. The older buildings were remodelled and thoroughly repaired; school property was valued at \$316,000. As reported last year, the schools were classed as primary, intermediate, advanced, and academic, each having 3 divisions of 1 year. As compared with 1879-'80 the statistics of attendance, teachers, and expenditures show only slight

changes; 69 per cent. of the school population was enrolled and 71 per cent. of the enrolment was in average daily attendance. The promotion of teachers according to meritorious service, instead of on yearly examinations, was continued. The evening schools heretofore reported were discontinued.—(Return and proceedings of board of education.)

Hudson reported 3 brick school buildings, and a school library of 1,000 volumes, valued with other school property at \$31,000. With an increase of 87 in enrolment and the same number of teachers as last year, the city expended for its public schools \$3,318 less than in the previous year. The school population increased 245, but only 38.6 per cent. of it was enrolled in the city schools and only 25 per cent. of it was in average daily attendance.—(State report.)

Ithaca erected 1 school building during the year, making 6 in all. The 6 afforded 1,730 sittings for study and were valued with other school property at \$60,200. There was a slight decrease in attendance, but this was caused by the prevalence of scarlet fever during the spring term. The average daily attendance was 50.5 per cent. of school population, exceeding that of most of the cities in the State. The board had absorbed, during the year, all the elementary schools in the city except a Kindergarten and a preparatory school for Cornell University. The number of teachers remained the same. The schools, taught 191 days of the year, were classed as primary, intermediate, grammar, and high, with grades covering 12 years, 4 of which are spent in the high school. Vocal music was taught in all the courses. Estimated enrolment in private or parochial schools, 75.—(City report and return.)

Kingston had 8 school buildings, affording sittings for 1,671 pupils. The schools are classed as preparatory, high, and academic. The preparatory includes primary, junior, and senior courses, each having 3 grades, making 9 years of work below the high school and academy. The studies of the high school are not distinctly given. Those of the academy are arranged under 3 courses, one in literature and science and a collegiate preparatory, each of 3 years, with a higher English course, embracing all the advanced English branches included in the other courses. There were 75 pupils, 67 of whom pursued the advanced English course, and 10 graduated with honor. A large class from the high school was sent up, 49 of its 81 pupils having passed the regents' examination, not including those who had passed after entering the academy. With no change reported in the school population, there was a considerable falling off in enrolment, a slight loss in average daily attendance, and a loss of 5 teachers. The fact that many of the older students, in consequence of business activity, had begun active life accounts in part for the decrease. The number of days of study lost by pupils was 782 more than last year. The standard for promotion in all the departments was raised, yet nearly all examined passed. Music and drawing entered into the instruction of all the courses.—(City report.)

Lockport reported 6 school buildings and a school library of 3,881 volumes; value of school property, \$110,600. In enrolment there was a gain of 154 and in average daily attendance of 40, although expenditures fell off \$1,440. The schools registered 68 per cent. of the school population, and retained 40 per cent. of it in average daily attendance. There were 6 private and parochial schools, with 400 pupils enrolled. In the absence of a city return and report for 1880-'81 no further information can be given.—(State report.)

Long Island City had for its 5,717 school population 7 school buildings, 4 of them leased. One of those built by the city at a cost of \$20,000 is said to be the only excellent school building in the place. All, with sites, were valued at \$65,000. The schools, classed as primary and grammar, were taught by 50 teachers and enrolled 67 per cent. of the school population; 57 per cent. of the enrolment were in average daily attendance. Private and parochial schools enrolled 203 pupils. Few public school pupils remain to complete the grammar course. New methods of teaching grammar, arithmetic, geography, and history were adopted with gratifying results.—(City report.)

Newburgh reported slight changes in its public schools. In school population there was a gain of 15; in teachers, including 2 in evening schools, of 6; with an increase of \$622 in expenditures; while in enrolment there was a loss of 23, and in average daily attendance of 90. The free schools enrolled 56.25 per cent. of the school population, and 64 per cent. of the enrolment were in average daily attendance. The board had 6 school buildings, with 2,500 sittings, of which 1,500 were used by the primary, 600 by the grammar, and 150 by evening schools, and 250 by the high school. School property was valued at \$192,000. Schools were in session 200 days. Enrolled in private and parochial schools, 701.—(Return.)

New York City reported, for its 393,000 school population, 130 school buildings, with 150,484 sittings, all valued, with sites and other school property, at \$11,775,000. During the year 3 new buildings, with sittings for 4,900 pupils, were completed and occupied, which, with other improvements, gave a net gain of 5,450 sittings. To provide this additional school room and sustain the schools during the year cost, as shown in the table,

\$3,690,283. Yet with this immense outlay 9,189 children were refused admission to the schools for want of room. It was a serious question whether the board would be able to gain upon the steady advance of the school population, of whom there were 8,000 more than in 1880. Under the care of the board of education, and sharing in the school fund, were 299 schools, consisting of a normal college for girls (with a training department), 46 grammar schools for boys, 46 for girls, and 12 for both sexes, 69 primary departments of grammar schools, 44 separate primary schools, 4 colored schools, 48 industrial and reformatory schools, orphan asylums, &c., 27 evening schools, and 1 nautical school, giving a total in the 299 schools of 274,040 pupils, 133,161 of them in average attendance. To these should be added 40,000 in private and parochial schools. Of those in the public system, 2,043 were in the normal college and 1,611 in the training school connected with it. There were 1,317 colored children enrolled, 107 in the city nautical school, 24,130 in corporate schools, and 16,096 in evening schools. The statistics of attendance compared with 1879-'80 show a gain of 8,458 in the number taught and of 1,691 in average attendance. There were 3,443 teachers employed (excluding 77 special teachers, but including the 271 engaged in evening schools), of whom 418 were men and 3,025 women, the total of whose salaries was \$2,541,508. Of these, 37 were in the normal college and 27 in its training department and 199 in the corporate schools. During the year licenses were given to 389 applicants for teachers' certificates. The first licenses are provisional, to be made permanent when the teacher has given proof of ability to do satisfactory work. As to the quality of instruction given and discipline maintained, the figures show, as the result of examinations, that of 2,690 classes instructed in the primary departments, the grammar, primary, and colored schools, 1,827 were marked excellent, 819 good, 42 fair, and 2 indifferent; while in discipline of the same schools, out of 2,749 classes, 2,498 were reported excellent, 232 good, 15 fair, 3 indifferent, and 1 bad. Only 97 pupils were suspended (this being 100 less than 2 years before and 53 less than the previous year), and 20 of these were restored. This degree of discipline was obtained without resorting to corporal punishment. To facilitate promotions from the primary departments and primary schools, the course of study is arranged in 6 grades, each requiring no more than can be accomplished in 5 months by a child of ordinary capacity, so that one in the lowest primary grade can reach the lowest grammar grade in 3 years. Changes made in the way of teaching reading, spelling, arithmetic, grammar, composition, and history gave satisfaction. Of the whole number of classes in reading, only 2 per cent. were deficient; of 2,690 in spelling 2,277 were excellent; of 2,690 in arithmetic 1,765 were excellent, 790 good, and 118 fair, this being regarded as among the studies most successfully taught. Of 1,889 in penmanship 1,596 were excellent. Slate writing continued to be an important element in the work of the lower grades. In United States history there was an average gain of 4 per cent. in proficiency. Instruction in some department of elementary science was given orally to all the grammar grades, and to the primary in object lessons; of 2,690 classes examined, 2,078 were rated excellent. In drawing general progress was reported, showing an average proficiency of 93 per cent. In the graded course of music the reports show satisfactory results. German and French were studied in 83 of the 104 grammar departments. The nautical school for the training of boys desiring to be seamen, which began eight years ago, continued to be a useful feature of the public system, having had during the year a monthly attendance of 107. On the annual summer cruise the ship sailed 9,000 miles, after which the school was examined by the Chamber of Commerce, and 46 graduated, nearly all of whom immediately found places. More than 60 graduates of the school are now serving as officers. The corporate schools were held under the auspices of 16 reformatory, benevolent, and industrial societies. Of the 24,130 children taught in these schools, 10,978 poor children who could not attend the public schools were registered in the schools of the Children's Aid Society. In the 25 primary evening schools conducted during the year under the system adopted by the board in 1880 there was great improvement in punctuality, regularity, scholarship, and discipline. All under 13 were excluded, and there was an increase of 810 adults over last year. The board endeavored through these schools to meet the needs of foreign immigrants desiring to learn English; a graded course of instruction for them was adopted during the year, and out of the 15,150 pupils enrolled in evening schools below the evening high school 1,712 were foreigners studying English, and there were 3,840 other foreign pupils engaged in the same study. On admission 1,452 of the whole number of pupils could not read and 1,625 could not write; 2,157 studied reading, 1,795 arithmetic, 568 composition, 2,773 penmanship, and 988 book-keeping. The work done by the truancy department is worthy of especial notice. During the year 17,378 visits were made, of which 11,536 were to homes, 4,223 to schools, and 1,619 to stores and factories. The cases investigated numbered 8,990; out of these 2,132 truants were returned to school and 395 non-attendants placed in school, 2,331 were kept at home by parents, 1,675 by sickness, and 252 by poverty, while 359 had been withdrawn from school and gone to work or left the city.— (City report and return.)

Ogdensburg provided 10 buildings for its school population of 3,886, and a school library of 3,675 volumes, the whole valued at \$62,575. There was a loss of 158 in school population, a gain of 152 in enrolment and of 37 in average attendance, and an increase of \$3,888 in expenditures. The number enrolled in public schools was 57 per cent. of the school population, and the average attendance was a fraction more than 29 per cent. of the same. Allowing for the 572 in private schools, there still remained 1,092 not in school.—(State report.)

Onesago reported 14 school buildings, with 3,760 sittings, which provided for only 47 per cent. of its school population. School property was valued at \$168,380. The public schools were classed as primary, junior, and senior, with a 3 years' course in each, and high, with a 4 years' course, besides an unclassified school. School statistics generally show a slight reduction, with the exception of expenditures, which rose \$6,531. Only 47.3 per cent. of the school population were enrolled. Private and parochial schools enrolled 1,268.—(Return.)

Plattsburgh had 6 school buildings, 5 being used by the primary schools, with 1,010 sittings; the intermediate and grammar departments occupied rooms in the high school building and had 286 sittings, the high school using the 88 remaining seats. With lot and furniture, the high school building cost \$45,000; total value of school property, \$57,000. The schools, taught by 26 teachers and classed as primary, intermediate, grammar, and high, were graded to cover 12 years, of 3 terms each, giving to the primary and grammar 3 years each, to the intermediate 2, and to the high 4 years. Private and parochial schools enrolled 80. Teachers of primary schools may, at their discretion, dismiss those children who have completed their exercises for that session an hour before the regular time of closing.—(Manual and return.)

Poughkeepsie reported 10 school buildings, with 2,770 sittings. It had a school library of 10,900 volumes. The school buildings, sites, and property were valued at \$145,102. Its 10 schools continued to be classed as introductory, primary, grammar, and high, with grades covering 12 years, and including the second department of the high school in the grammar grade, each grade occupied 3 years. Compared with 1879-'80, there was a loss in schools of 2, in enrolment of 369, and in average attendance of 105; in teachers there was a gain of 2, and an increase of \$2,819 in expenditures. Efforts were made to reduce irregularity and tardiness. Only 19 cases of suspension were reported and promotions increased over 3 per cent. An unusually high average was reached in the regents' examinations, especially in the grammar grades. In drawing there was a decided revival of interest, and the year's work was satisfactory. Private and parochial schools enrolled 23.—(State and city reports and city return.)

Rochester reported 27 school buildings, with 13,030 sittings, which was 351 less than the enrolment in the public schools and 23,970 less than the school population. Allowing for the 3,500 in private and parochial schools, there remain 20,470 not provided for in the city school system. The public schools, classed as primary, grammar, and high, were taught by 255 teachers, including a teacher of German. In enrolment there was a gain of 510. The statistics of 1880-'81, including the number reported in the private and parochial schools, gave a total of 16,881 under instruction during the year, yet this was under 46 per cent. of the school population.—(Return.)

Rome, with a school population of 3,129, had 8 public school buildings, with 2,050 sittings, valued, with other school property, at \$75,250. The public schools, reported as primary, grammar, and high, were taught by 3 male and 28 female teachers, including 1 special teacher in drawing, during 198 days. The enrolment of 1,700 during the year was 54.3 per cent. of the school population; the average attendance included 46.6 per cent. of the school population and nearly 84 per cent. of the enrolment. Private and parochial schools enrolled 465.—(Return.)

Saratoga Springs had 12 school buildings, with 1,726 sittings; with other school property, these were valued at \$69,300. School population, enrolment, average attendance, and teaching force fell off slightly. The public schools continued to be classed as primary, junior, grammar, and academic, the last having a course of 3 years. Singing, calisthenics, and drawing were taught throughout the entire course, the music being under a special teacher. Schools were in session 200 days and were taught by 5 male and 27 female teachers. An evening school, taught by the principal of the grammar department, enrolled 34 pupils, with an average attendance of 17. The attendance for the year shows good teaching, the enrolment being 61.9 per cent. of the school population, while nearly 70 per cent. of the enrolment was in average daily attendance. Including 319 in private and parochial schools and 34 in the evening school, nearly 75 per cent. of the school population was under instruction.—(City report and return.)

Schenectady had for its 4,844 school population 9 school buildings and a library of 3,100 volumes, valued, with other school property, at \$76,800. There was a slight gain in school population and enrolment, the latter being 48.3 per cent. of the former, while the

average daily attendance reached 65 per cent. of the enrolment. In the 4 private and parochial schools there was an enrolment of 500.—(State report.)

Syracuse had 19 school buildings with 8,333 sittings, being 1,046 less than the number of pupils enrolled and 10,265 less than the school population. The buildings, with other school property and a district library of 14,163 volumes, were valued at \$804,900. The public schools, classed as primary, junior, senior, and high, were taught 196 days by 11 male and 175 female teachers, including 2 special teachers in drawing and penmanship. An evening school, enrolling about 50 pupils, was taught by 1 male teacher. The school population increased 316 and enrolment 103; in average attendance there was a loss of 252. The average daily attendance embraced nearly 75 per cent. of the enrolment. Adding the 1,862 enrolled in private and parochial schools to those in the public schools, there were 11,241 under instruction, being a fraction over 60 per cent. of the school population.—(State report and return.)

Troy reported 14 public school buildings and a district library of 1,100 volumes, which with buildings and lots were valued at \$235,850. The statistics show that with an increase of 236 in school population enrolment fell off 406, average daily attendance 780, and number of teachers 5; the schools cost \$2,278 more. Only 44.5 per cent. of the children of school age were enrolled during the year, and only 58 per cent. of the enrolment was in average attendance. In the 20 private and parochial schools there was an enrolment of 1,200.—(State report.)

Utica in 1880-'81 had 18 public school-houses with 4,690 sittings, a library of nearly 8,000 volumes, and other school property, all valued at \$708,571. The total of sittings, including 1,400 in the private and parochial schools, furnished school room for only 50.5 per cent. of the children of school age. The enrolment in the public schools was as follows: in the primary, 2,614; in the intermediate, 1,500; in the advanced, 671; in the academy, 172; in the ungraded, 85; in the 2 evening schools, 276. The statistics show that while there was a gain of 236 in school youth and of 5 in teachers, there was a loss of 173 in enrolment, of 328 in average daily attendance, and a decrease of \$5,330 in expenditures. Besides the 97 regular teachers, there were 5 special ones in penmanship, music, drawing, French, and German, and 5 substitute teachers. The average daily attendance embraced nearly 64 per cent. of the enrolment. Discipline was well maintained, there being only 2 cases of suspension for tardiness, 29 for misconduct, and no expulsions. The schools below the academy are the primary, with a 2 years' course, and the intermediate and advanced, with 3 years each. The evil of grading schools too rigidly was avoided by so arranging the classes in each grade that a pupil could be promoted when proficient without being delayed for those behind him.—(City report and return.)

Watertown reported 9 school-houses, a district library of 4,000 volumes, and other school property, valued at \$99,000. The statistics of attendance for 1880-'81 show 64.4 per cent. of school population enrolled in the public schools, including 100 in private and parochial schools. The average daily attendance reached 62 per cent. of the enrolment.—(State report.)

Yonkers for 1880-'81 reported 5 public school-houses, a district library with 2,961 volumes, and other school property, valued at \$128,993. Private and parochial schools enrolled 1,492. Of the enrolment 53 per cent. was in average daily attendance.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Eight schools of this class, to train teachers for serviceable work in the State school system, have been established by law at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, the oldest being that at Albany (1844), the two youngest those at Buffalo and Geneseo (1871). All are under the general supervision of the State superintendent of public instruction, the regents of the University being associated with him in the case of the school at Albany. All have connected with them model or practice departments, and all but those at Albany and Oswego had also, at the date of the last reports, academic departments, relics of former academies, not reckoned as integral parts of the normal schools. Except at Albany, where the same rule formerly obtained, each county is restricted in the number of normal pupils it may enter at these schools to twice the total of its representatives in the State assembly; and all such pupils must be at least 16 years of age.¹ They must pass a satisfactory examination, to be admitted to the first year of any class, with corresponding advance in age and in qualification for admission to advanced classes. The course at Albany is of 2 years; at the other schools it is of 2, 3, or 4, according to the grade of position sought, the divisions being into elementary English, advanced English, and classical. The instructors in the 8 schools in 1881 numbered 120; the graduates for the year, 273. The statistics of attendance it is more difficult to give with certainty, but according to a table in the State report for 1881 the whole number of normal students was 2,930.

¹At Albany males must be 18.

OTHER NORMAL SCHOOLS.

The *Normal College of New York City* (the annual reports of which cover a calendar year, not the State school year), December 31, 1881, had 1,214 normal students on its register, with an average attendance of 1,127; it admitted from the common schools, on competitive examination, 702 and graduated from the required 3 years' course 309 and from the voluntary 4 years' course 20. In the training department 1,612 children had been taught by 726 pupil teachers. During the 11 years of its existence up to 1881, the college had graduated 2,500 teachers, over 1,000 of whom were then doing good work in the common schools of the city. It was found, however, that the supply of teachers was exceeding the demand, and measures were taken to reduce the number of graduates as nearly as possible to the number required to fill the vacancies in the city schools. With this view it was determined to add a fourth year of required study to the course, and graduation of students was to be omitted in 1882. It was believed that the more extended course, the increased age of the teachers when beginning their work, and the greater maturity of mind consequent upon the higher studies of the fourth year course would greatly improve the system of public education. The two examinations each year heretofore required for admission were reduced to one.—(City report.)

A training school at Syracuse, organized 1880, with a course of 20 weeks, giving time for 2 classes in a year and consisting of female graduates of the high school who wished to become teachers, graduated 15. It was proposed to extend the 20 weeks' course to the entire high school year.—(City report). Alfred University showed in its latest circular a normal course of 4 years in its college department; St. Lawrence University, a teachers' class in which regular and systematic instruction was given by the president. The city of Utica reported a normal course of 2 years, English and scientific, with certificate of studies pursued. Binghamton was considering the expediency of adding a training department to its school system. The school authorities of Brooklyn proposed to organize 2 training schools, one in the eastern and the other in the western part of the city, and an appropriation of \$100,000 was called for to erect suitable buildings.

There were in New York City 4 schools to train teachers for Kindergarten work. For their statistics, reference is made to Table V of the appendix.

TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

The law of 1877 which provides that the regents of the University may designate academies and union schools in the several counties of the State in which normal instruction shall be given also provides that every school so designated shall instruct a class of not less than 10 nor more than 25 of such students, that each scholar admitted to these classes shall continue under instruction not less than 10 successive weeks, and that payments shall be made at the rate of \$1 for each week's instruction of each scholar. Owing to the insufficiency of the income from the United States deposit fund, the only classes appointed for 1880-'81 were in the spring term of the 100 institutions of this character designated.—(State report.)

TEACHERS' INSTITUTES.

During 1880-'81 there were held 77 institutes in 58 counties, with an attendance of 13,209 teachers, averaging 227 to each county and 171 to each institute held. The report gives 74.8 per cent. of attendance on the number of teachers in the counties where the institutes were held. The cost to the State was \$16,937, an average of \$292 to each county and of \$1.28 to each teacher. An important advance was made by the superintendent in the employment of a corps of professional institute conductors; and, although there was a decrease of 2,195 in attendance from the previous year, there was none, it is claimed, in the interest manifested and the good done. In 18 of the counties 2 institutes were held and also 1 at Salamanca for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations.—(State report.)

EDUCATIONAL JOURNALS.

The following school journals continued their issues in 1880-'81: the *School Bulletin*, monthly organ of the State Teachers' Association, published at Syracuse, was in its seventh and eighth volumes; the *School Journal*, which had dropped the New York part of its title, and was published weekly at New York City, continued, but without clear indication of its volumes; the *Teachers' Institute*, published monthly at the office of the *School Journal*, was in its third and fourth volumes; the *Kindergarten Messenger*, transferred from Milwaukee to Syracuse, and published monthly from the office of the *Bulletin*, was in its fifth volume; the *American Kindergarten Magazine*, monthly, New York City, was in its fourth volume; the *Industrial News*, published monthly by the *Inventors' Institute*, Cooper Union, New York City, was in its second volume; while the *Sanitary Engineer*, in its fourth volume, and *Scientific American*, in its forty-fifth volume, both published in New York City, gave a large amount of information on the

subjects indicated by their titles. Several of the missionary journals gave also some educational information. In place of the *Industrial Monthly* came *America*, also a monthly, New York City, devoted to the industry, trade, finance, and policy of the United States.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

According to the report of the regents of the University of the State of New York for 1879-'80 (the latest at hand) there were 254 academies and academic departments of union schools subject to the visitation of the regents, and according to the State report for 1880-'81 there were 31,114 pupils in these schools, for which the State appropriated \$42,915. The scheme of the regents' higher examinations for these secondary schools, as revised by the University Convocation of 1879, aims to adapt the examinations to the widely differing courses of study in these schools rather than compel the schools to conform their courses to an inflexible standard. An academic diploma is now granted to those students who have completed either an English or classical course; considerable freedom of choice as to the various studies is allowed, but common English branches are prescribed. To those who pass an examination in these prescribed branches, a certificate of progress is given, called the regents' intermediate certificate. The other English branches of study are divided into 2 groups, and any one having the intermediate certificate who passes a satisfactory examination in any 4 studies of both groups is entitled to receive the regents' academic diploma. The classical series of examinations as a uniform basis of admission to the colleges of the State are substantially the same as adopted by the University Convocation of 1865.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN, FOR YOUNG WOMEN, OR FOR BOTH SEXES.

The literary colleges recognized by the regents of the University of the State of New York, maintaining a separate collegiate existence and forming, with scientific, legal, and medical schools, also thus recognized, the University of the State, continued to be in 1880-'81, as in the previous year, in the order of their charters: (1) Columbia College, New York (Protestant Episcopal), 1754; (2) Union College, Schenectady (Union Church), 1795; (3) Hamilton College, Clinton (Presbyterian), 1812; (4) Hobart College, Geneva (Protestant Episcopal), 1824; (5) University of the City of New York, N. Y. (non-sectarian), 1831; (6) Madison University, Hamilton (Baptist), 1846; (7) St. John's College, Fordham (Roman Catholic), 1846; (8) University of Rochester, Rochester (Baptist), 1846; (9) Elmira Female College, Elmira (Presbyterian), 1855; (10) St. Lawrence University, Canton (Universalist), 1856; (11) Alfred University, Alfred (Seventh Day Baptist), 1857; (12) Ingham University, Le Roy (Presbyterian), 1857; (13) St. Stephen's College, Annandale (Protestant Episcopal), 1860; (14) College of St. Francis Xavier, New York (Roman Catholic), 1861; (15) Vassar College, Poughkeepsie (non-sectarian), 1861; (16) Manhattan College, New York (Roman Catholic), 1863; (17) Cornell University, Ithaca (non-sectarian), 1865; (18) College of the City of New York, N. Y. (non-sectarian), 1866; (19) Rutgers Female College, New York (non-sectarian), 1867; (20) Syracuse University, Syracuse (Methodist Episcopal), 1870; (21) Wells College, Aurora (Presbyterian), 1870; (22) St. Bonaventure's College, Allegany (Roman Catholic), 1875. Cooper Union for the Advancement of Science and Art, New York, mentioned with these in 1880, will be found among the scientific schools, further on. All the 22 report in some form for 1881, showing fair collegiate courses of 4 years, and all had, as preparatory schools, 254 recognized academies and academic departments of union public schools; in 237 of these, at the date of the last report of the regents, were 31,099 students, of whom 8,578 claimed to be academic and 8,356 had their claims allowed by the regents. In the 22 colleges at the same date there were 3,359 students,¹ under 346 instructors. In the whole course of their existence they had graduated from collegiate classes 13,106, including the graduates of 1880. Eleven of these colleges had philosophical or scientific courses; 5 had special courses, composed of studies in the regular course, but not leading to degrees; 5 had commercial courses of 1 to 3 years; 10 gave instruction in drawing, painting, and music, these arts receiving apparently special attention at Wells, Elmira, Ingham, and Vassar (all for women), and at Syracuse University, where there was a special college of fine arts, with eminent in-

¹ The number given appears to include preparatory as well as collegiate students.

structors, a full 4 years' course, and a graduate course beyond it. To the Latin and Greek taught regularly in the classical courses of the 22 colleges, all added at least 2 modern European languages, some having 3 or 4, and Cornell 5, while 6 included Anglo-Saxon and 6 Hebrew, Cornell and Columbia offering Sanscrit also.

In addition to these colleges of the University come 7 under private or church control, not on the regents' list, and with courses less definitely collegiate than the others. Of these 7 the Brooklyn Collegiate and Polytechnic Institute presents evidence of good work in its classical course, while in its scientific course it aims at especial thoroughness. The other 6—St. Francis and St. John's Colleges, Brooklyn; Canisius and St. Joseph's Colleges, Buffalo; St. Louis College, New York, and the College and Seminary of Our Lady of Angels, Suspension Bridge—appear to have all remained still below the regents' standard, though St. John's, Canisius, and that at Suspension Bridge show an improvement since the last report.

Two of the regents' colleges, Elmira and Hobart, improved their buildings in 1880-'81; Columbia College extended its instruction in modern languages, and received (subject to a life interest of relatives of the testator) a bequest of \$650,000 from the estate of the late Stephen Whitney Phoenix, of New York, to promote scientific research; the University of Rochester had its endowment fund increased by \$256,800, Mr. John H. Deane, of New York, giving \$100,000 of it and Mr. John B. Trevor, of New York, \$50,000. St. Lawrence and Cornell Universities and Hamilton College also received gifts which brought the total of educational benefactions for the year in this State up to nearly \$1,000,000.—(Ninety-fourth report of regents, catalogues, and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Five of the collegiate schools above mentioned as under the general direction of the regents and forming parts of the University of the State are for young women: Elmira, Rutgers, Vassar, and Wells Colleges, and Ingham University, while Alfred, Cornell, St. Lawrence, and Syracuse Universities give women equal opportunities with young men. Twenty other schools that claim to be for the superior instruction of young women are on the lists of this Bureau and may be found in Table VIII of the appendix. An examination of their catalogues and circulars shows that comparatively few of them approach the standards of the 5 regents' colleges for women. The Normal College of New York City, however, though its chief aim is to prepare young women from the city grammar schools to be teachers, carries its pupils through a 4 years' course of training which for thoroughness and fulness may fairly be termed collegiate. In this college in 1881 were 1,214 students, with an average attendance of 1,127, under 37 instructors; in the 5 regents' colleges for women there were, in the same year, 326 collegiate students, with 3 resident graduates, under 88 instructors; students in art and music, some probably counted twice, 186.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The United States Military Academy, West Point, continued in 1880-'81 its single 4 years' course in literary, scientific, mathematical, legal, linguistic, and military studies, all directed to the preparation of skilled officers for the Army of the United States. Students for the year 230, under 50 instructors.

The schools of science reported by the regents of the University in their ninety-fourth annual statement were the Rensselaer Polytechnic Institute, Troy; Columbia College School of Mines, New York, and the Cooper Union for the Advancement of Science and Art, also in New York. The Rensselaer Institute in 1880-'81, as in several preceding years, concentrated its entire work upon the preparation of civil engineers in a course covering 4 years, offering, however, in its summer vacation, a 6 weeks' course in assaying to its graduates and students and others qualified to take it—students, 104; instructors, 16. The Columbia College scientific work will be noticed further on. That of the Cooper Union included, besides 3 free schools of industrial art, a free school of telegraphy for women and a free night school of science, in which last instruction was given in mathematics, physics, engineering, astronomy, &c. The former school had 45 pupils in 1880-'81; the latter, 1,335, of whom 390 received certificates of proficiency; instructors in the 3 schools, 17.¹

Of the 22 literary colleges included in the ideal university of the State, 13 had in 1881 scientific courses of 3 to 5 years. Elmira, Hamilton, Hobart, Vassar, and Union Colleges went beyond this by giving instruction in practical astronomy, with the aid of well equipped observatories, Union having also a course of 4 years in civil engineering, as had Syracuse University, while the University of the City of New York had a 3 years'

¹ The whole number taught in the regular classes in the Union for 1880-'81 was 3,018, and the capacity of the institution was enlarged in that year by the addition of another story to its height at a cost of \$70,000 to Mr. Cooper, who added also \$30,000 to its endowment fund.

course in the same. Columbia College, New York, and Cornell University, Ithaca went still further, Columbia having a school of political science, with a 3 years' course following the collegiate, and in its school of mines 5 parallel courses of 4 years in mining engineering, civil engineering, metallurgy, geology and paleontology, and chemistry (analytical and applied), beyond all which came graduate courses; while Cornell, in addition to its regular 4 years' courses in science, science and letters, and in philosophy, had a 2 years' course in history and political science, with 4 years' courses in agriculture, in mechanic arts, in military science, in architecture, in civil engineering, in mathematics and astronomy, in chemistry and mineralogy, and in natural history. Its degree of civil engineer, moreover, was held so high that 5 years of study were necessary to obtain it, the 4 years' course securing only that of bachelor of civil engineering; this was also the rule at Syracuse. At the University of the City of New York, the degree of civil engineer was given at the conclusion of its 3 years' course; at Union College, the Rensselaer Institute, and the Columbia College School of Mines, at the conclusion of their 4 years' courses, Columbia, however, seeming to press its studies with a special thoroughness, which imposed the need of work in vacation as well as in the college terms.

A considerable amount of scientific study is presented in the "special courses" of the Chautauqua Literary and Scientific Circle, which has its point of summer study at Chautauqua, N. Y., and its centre of correspondence at Plainfield, N. J. This circle is fast approaching the proportions of a university in the variety of the courses it offers and the vast number of students under its direction.

PROFESSIONAL.

Theological instruction was given in 14 schools and departments reporting for 1880-'81. The following had 3 years' courses of study and for admission required a collegiate course or its equivalent: Auburn Theological Seminary (Presbyterian); Hamilton Theological Seminary (Baptist), which had a course for non-graduates also; General Theological Seminary, New York City (Protestant Episcopal); Union Theological Seminary, New York City (Presbyterian), which also requires that the student shall complete the full course there or elsewhere; Rochester Theological Seminary (Baptist), including a German department; St. Andrew's Divinity School, Syracuse (Protestant Episcopal); Theological Course of Alfred University (Seventh Day Baptist); Bonaventure College and Seminary, Allegany (Roman Catholic); the theological department of Hartwick Seminary (Lutheran); in the last 2 of these the 3 years' course follows an academic course. Of the others Canton Theological School (Universalist) and the Seminary of Our Lady of Angels, Suspension Bridge (Roman Catholic), each had a 4 years' course, including preparatory studies; while St. Joseph's Provincial Seminary, Troy (Roman Catholic), had 4½ to 5, also inclusive of preparatory studies. De Lancey Divinity School, Geneva (Protestant Episcopal), retains students until prepared for ordination, without regard to time; while the Christian Biblical Institute, Stanfordville (Christian), requires for admission only a belief in the Bible as inspired and a common school education. Newburgh Theological Seminary (United Presbyterian) was suspended in 1878.—(Catalogues and returns.)

In connection with the various other schemes of study organized at Chautauqua, a school of theology was instituted in 1881, with a course meant to cover 4 years, to be pursued privately by those that undertake it, but with regular presentation of papers and reports of progress to instructors; a B. D. diploma was promised on the completion of the course.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Legal.—Four law schools reported for 1880-'81, as follows: The Albany Law School, a department of the Union University, Albany, continued its 1 year course of 36 weeks. It had a faculty of 9 professors and 54 students.

The law department of Hamilton College, Clinton, advanced its course of study from 1 year for collegiate students and 1½ for others, as heretofore reported, to a 2 years' course of 36 weeks each year for all. It had a faculty of 2 professors and 21 students.

The Law School of Columbia College, New York City, had a course of 2 years, of about 31 weeks each. Graduates of literary colleges are admitted without examination; others must be 18 years of age, must have received an academical training, including such a knowledge of Latin as is required for admission to the freshman class of the School of Arts. With a faculty of 6 professors there were 471 students, 254 of whom had received a degree in letters or science; 120 graduated. Graduating its first class of 27 in 1860 its alumni now number 2,470. The annual charge per scholar for tuition is \$100.

The Law School of the University of New York City reported a 2 years' course of 32 weeks each year, having apparently dropped its preparatory course since 1879. Its

faculty consisted of 6 professors, with an attendance of 70 students, of whom 37 graduated.—(Catalogues and return.)

For other statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

Medical.—Eight regular, 3 eclectic, and 2 homœopathic schools of medicine report for 1880-'81.

Of the regular schools, Long Island College Hospital, Brooklyn; the medical department of the University of Buffalo, at Buffalo, and the medical department of the University of the City of New York required in 1881 only 3 years of study under a medical preceptor and attendance on ungraded lecture courses of 20 weeks a year. The College of Physicians and Surgeons connected with Columbia College, New York, uniting with these in the first requirements, called for 8 weeks more of lecture attendance each year, making 56 weeks of instruction in its 2 years' course against 40 weeks in the others. It also, in common with the medical department of the City University, offered a 3 years' graded course; both stimulated study with high prizes for successful work. Long Island College Hospital offered, too, a 3 years' graded course. The Woman's Medical College of New York Infirmary, New York, and the College of Medicine of Syracuse University, Syracuse, required instruction in regularly graded lecture courses of 3 years, which courses in the former were of 32 weeks each year and in the latter of 36 weeks; both also required of all candidates for admission without academic or collegiate diplomas a preliminary examination. Into the same class with these two, as respected preliminary examination and required graded courses of 3 years, but not as respected length of each year's course, came in 1880-'81 Albany Medical College, Albany (a department of Union University, Schenectady), and Bellevue Hospital Medical College, New York City, each with lecture courses of but 20 weeks a year. Bellevue, however, to the disappointment of the friends of higher training, the next year only offered a graded 3 years' course without requiring it.

Three eclectic medical schools continued their instructions, the College of Physicians and Surgeons, Buffalo, the Eclectic Medical College of the City of New York, and the United States Medical College, in the same city. The first two had only the minimum requirements of such schools, 3 years of study under a medical tutor and attendance on 2 full lecture courses of 20 weeks each, with a thesis; the third added about 3 weeks to these requirements.

The homœopathic colleges were 2, as before: the New York Homœopathic, apparently for men only, and the New York Medical College and Hospital for Women. The instruction in both covered, as in previous years, a 3 years' graded course of study, which in the former was required from 1880 and in the latter seems to have been so strongly urged as to be virtually the rule, though graduation after 2 full lecture courses was allowed on evidence of 3 years' study.

Dentistry.—The New York College of Dentistry, New York City, continued to receive and graduate students that had had 2 years of instruction from a preceptor or 2 in its own infirmary courses (from March 1 to October 1 each year) and that had attended 2 regular lecture sessions of 20 weeks each (October to March each year), had deposited in its museum satisfactory specimens of dental work, and had passed creditably the examinations of the professors of operative and mechanical dentistry.

Pharmacy.—The College of Pharmacy of the City of New York, organized in 1829 and chartered in 1831, received in 1881 a coadjutor, the Albany College of Pharmacy, chartered in that year. Both presented the usual requirements of such schools, 4 years of pharmaceutical experience and 2 years of study in their courses.

SPECIAL INSTRUCTION.

EDUCATION FOR POLITICAL LIFE.

Columbia College, New York City, and Cornell University, Ithaca, have responded to the pressing call for schools of political science, and have provided regular courses of study. Since 1880 there has been in the former a 3 years' course following graduation from the usual college course; while in the latter the course in history and political science, which has existed for several years, has been greatly expanded and will eventually embrace all the important topics connected with political and social science.—(Register.)

TRAINING IN ART AND TRADES.

The following collegiate institutions had departments of painting and drawing: Alfred University, Wells College for Women, St. Francis and St. Joseph's Colleges, and Rutgers Female College; while Elmira College, Ingham University, and Vassar College (all 3 for women) and the University and College of the City of New York had each a college of arts with courses of 2 to 3 years, and Syracuse University had a college of fine arts, with a 4 years' course and one for graduates beyond it.—(Catalogues.)

The art school of the *National Academy of Design* continued to include instruction in the high arts. — (Present Age.)

The technical school of the *Metropolitan Museum of Art*, New York City, classes its instruction as follows: Moulding and carving, with a special class for artists and amateurs in cartoons for work in fresco, 5 nights a week; drawing and designing in 2 classes, with courses of 2 and 3 nights a week; carriage drawing and construction, 3 nights a week, and, for women, day instruction in decoration in 2 classes, with courses of three afternoons a week. Lectures on subjects connected with the work are given on Saturday nights. Schools of wood and metal work were to be added in 1881. Statistics of the year are wanting. — (Circular and Industrial News.)

The *Society of Decorative Art*, New York City, organized in 1878, provides a place for the exhibition and sale of women's art work, induces women with talent for art work to cultivate it, aids their efforts by instruction, and procures orders for decorative pottery, porcelain, cabinet work, draperies, and embroidery. As the society limited itself to the higher order of work, a demand was soon felt for a similar institution filling a broader field. In May, 1878, the *New York Exchange for Woman's Work* was opened, with the motto, "Anything a woman can do can be done at this exchange;" in 1881 it paid its consignors \$23,743, retaining a commission of 10 per cent. — (Philadelphia Daily Evening Telegraph.)

The technical art school at *Cooper Institute*, New York City, had departments of engraving, wood carving, photography, and drawing in which free instruction was given. The success of the school is shown in the fact that a number of graduates of the normal drawing class were employed by jewellers, house decorators, lace makers, carpet manufacturers, bookbinders, &c. In 1879-'80 the photo-crayon class earned \$5,755, with a much larger earning in 1880-'81. The engraving class was constantly employed by Scribner, Harper Bros., the Smithsonian Institution, &c. During 1880-'81 more than \$20,000 were earned by the pupils in and out of the school, all going directly to them and none applied to the support of the institution. — (The Present Age.)

The *New York Trade Schools* were established for the purpose of training efficient practical mechanics, experience having shown that a more thorough education can be given in a trade school than in a workshop. The courses of instruction, as drawn up with the advice of the proprietors of many leading houses in the city, are plumbing and sanitary engineering, house, sign, and decorative painting, with special courses in mixing colors, fresco painting, polishing, and repairing hard woods. — (Report.)

The *Mosier Noonday Class*, connected with the smith and machine department of Brewster & Co.'s carriage manufactory, New York City, began in September, 1881, and is conducted by J. L. H. Mosier, superintendent. The workmen devote a part of their nooning to reading technical books; writing, drawing, and book-keeping are studied at home. This school is for apprentices only, and attendance on it is made a part of the contract in employing them. The experiment has proved a great success.

The *Ladies' Art Association of New York and Brooklyn* present courses in drawing and painting from life; drawing from cast; photograph coloring, water color and crayon; painting on china, enamel, and underglaze; principles of design; embroidery; botany; and geometry. Children's classes were taught the rudiments of free hand and mechanical drawing, with use of brush, principles of form and color, and their application to manufactures. — (Circular.)

The *Woman's Institute of Technical Design*, New York City, was opened by Mrs. L. E. Cory, November, 1881, with 5 students, and closed in the following June with 30. Instruction was given in wall papers, calico designs, and flower painting, and there was a carpet and oil cloth class. The results were encouraging, the designs for carpets made by the young women having been sold for reproduction in the factory. — (Woman's Journal.)

Art needlework was taught in all its varieties by the *School for Art Needlework*, in New York City.

Fitch's Institute, Buffalo, endowed by Mr. Benjamin Fitch and intended to resemble Cooper Union, will include a female training school in connection with the Charity Organization Society of Buffalo; the institute received from Mr. Fitch property valued at \$200,000. — (School Journal.)

Household Art Rooms, Utica, is the name of an organization whose object is the promotion of mural decoration. To further this, the society made arrangements in 1881 for a course of lectures in 1882 on the summer resorts of the ancient Romans, their daily life, their houses, and their mural decorations, in landscape, genre, and mythological paintings. — (Household Art Rooms.)

INDUSTRIAL TRAINING.

The *Kitchen Garden Association*, New York City, is a school for teaching little girls, especially of poor parents, the various branches of household industry suggested by the

need of improving the ways of living among the poor and of discouraging the tendency among girls to look upon housework as debasing. Instruction is given in 6 lessons of 1 month each in the details of domestic work, beginning with kindling fires, waiting on floors, bed making, sweeping, &c.; laundry processes, scrubbing, and laying a dinner table in the order of its courses follow; then a lesson is given on the parts of beef, mutton, &c., and how to cook and carve each; lastly, children learn to knead bread, turn tiny rolls, cut out biscuit, and make pies. Appropriate songs attend all the lessons and make them attractive. Through an ingenious adaptation of the Kindergarten system, the children acquire the essential principles of good household service.—(Report.)

The *Workingmen's School of the Society for Ethical Culture*, New York City, aims to combine industrial training with ordinary school work, and to use it not only for creating mechanical skill, but also for educating the mind. Laying the foundation of its work in the Kindergarten, its effort is to carry it forward in graded courses of 2 years each, the work lessons being given in the last 2 hours of 2 days in each week. In the first 2 years, covering the period from 7 to 9 years of age, potter's clay is used instead of wood, the school desks, with suitable tools, serving for work tables. At 9 years of age the plan is to begin work on wood with a small saw; at 11, to begin to handle the scroll saw, in wood first and afterwards in zinc; and at 13, to begin instruction in carpenter's work with a complete outfit for a workshop. From the simplest household utensil the pupil is to go on to more difficult and extensive work, from which, after 2 years' training, he may advance to carving and turning. Up to the close of 1880-'81, this experiment appears to have been a success, bringing a refreshing change into the school life of the children by its connection of industrial and literary training.—(Report of principal for 1880-'81.)

The *New York Cooking School*, under the general management of Miss Juliet Corson, its secretary and superintendent, aims to teach the best methods of cheap and good cookery. The full course of instruction is given in twelve lessons, and embraces marketing, cooking, serving, and carving, with the chemistry of food and the physiology of nutrition. Economy is inculcated, and both housekeepers and cooks are required to learn by practice and comparison proper methods of bringing the best and cheapest dishes to a well appointed table. This school is now widely known as the pioneer of a movement that has reached nearly every city in the United States, and is redeeming American cookery from its wasteful methods and unwholesomeness. While the advantages of the school are not ignored by the rich, its benefits are chiefly enjoyed by the middle classes and the poor.—(Circular.)

Eleven mission institutions train large numbers of poor children at once in common school branches and in some useful industry, in 1881 giving training to 13,859, as follows:

The *Brooklyn Industrial School Association and Home for Destitute Children*, established in 1854, attends to the ordinary education of its pupils, but gives especial prominence to the support of industrial schools, of which in 1881 it had 6 in different parts of the city; 5 of these reported 875 pupils, the kitchen garden being used in 3 of them.—(Report.)

The *Industrial School Association of Brooklyn*, established in 1869, with work similar to the above, had under its care 276 children trained in school and domestic industries.

The *Brooklyn Children's Aid Society* divided its work into 6 departments, embracing industrial and sewing machine schools, with kitchen garden exercises. In the sewing machine school 326 had received lessons. In the 2 industrial schools 703 were under instruction.—(Report.)

The *Five Points House of Industry*, New York City, taught 1,031 pupils in 1881, by whom 3,487 articles were made in the sewing department and 21,225 mended; 54 pupils learned to sew well, 10 to run the sewing machine; 11 worked by turns in the kitchen, 24 in the bed rooms, while 30 were just learning to sew. In the type room, besides doing the work on the Monthly Record, the boys did job work, earning between \$500 and \$900, while some had gone out to earn their living in printing establishments.—(Monthly Record.)

The *Industrial Schools of the Children's Aid Society*, New York City, in 1880-'81 had 21 day and 11 night schools, enrolling 9,662. During the last 12 years 113,000 poor children had been prepared for servants, apprentices, clerks, factory hands, and artists, 10,500 were sent to the public schools, 2,800 truants were brought in, and 7,500 were sent to places of employment. Since its organization it had trained from the poor and vagrant children about 60,000 for useful work and found places for them, had sheltered 200,000 in its lodging houses, and had taught over 50,000 poor little girls in the 21 industrial schools; of these not a score had entered on a criminal life or had become drunkards or beggars, though four-fifths were the children of criminal or vicious parents.—(Report.)

The *Industrial Department of the Young Woman's Christian Association*, New York City, in 1881, secured positions for nearly 1,200 women; gave to 114 the making of over 2,000 garments, paying them good prices; trained 62 girls to become competent seamstresses; and assisted 335 young women in getting safe homes and 225 women in securing boarders.

The *New York House and School of Industry* gives sewing work to poor women and trains young girls to various industries. Of these 40 have become skilled seamstresses and readily found employment. In housework 12,516 garments had been made, employing 180 destitute women. In the industrial school there were 199 children.

The *Wilson Industrial School for Girls*, New York City, sustained a day school where girls were instructed in the common English branches and sewing by hand and making their own garments, which, by a system of credit, they earn. There were 310 on the roll.—(Annual report.)

The *Industrial School of Rochester*, occupying in its twenty-fifth year an enlarged building free from debt, received 121 poor children during 1881, and had 83 in average attendance in the day school. The kitchen garden was used in domestic training, and cookery classes were in successful operation.—(Report.)

The *House of the Good Shepherd*, a home in Rockland County for orphan and destitute children, endeavors to train poor children for farm work, trades, and industries suitable for girls, and to educate deserving and earnest minded youth who wish to work their own way and elevate their position. Every one able is obliged to work. There were 52 inmates during the year 1881.—(Report.)

The *Children's Friend Society*, Albany, aims to provide an ordinary school for the poor children it gathers in, and also to train them in important branches of housework and sewing. In 1879, the last year for which there is a report, there were 242 children in attendance.—(Report.)

TRAINING OF NURSES.

The training schools for nurses reporting in 1880-'81 are the Brooklyn Training School, opened in 1880, which had 12 pupils in its 2 years' full course; the New York State School for Training Nurses, organized 1870, which in 1881 had 6 instructors and 7 pupils; the Buffalo General Hospital Training School, organized in 1878, which had trained in its 2 years' full course 33 and graduated 5; the Charity Hospital Training School, which had instructed in its 2 years' course 130, enrolling 40 and graduating 6 in 1881, and of whose 90 graduates during its existence of 6 years 75 were known to continue in the profession; the Mt. Sinai Training School, New York City, had 26 pupils in its 2 years' course; the New York Hospital Training School had instructed in all 70 in its course of a year and a half, and 26 during the year, graduating 12; and the New York Training School for Nurses in the Bellevue Hospital had trained 148 in its full 2 years' courses since 1873 and 64 during the year. Of the 148 graduates, 120 were known to continue in the work; and the House and Hospital of the Good Shepherd, Syracuse, reported nurse training work in 1879-'80. All required, for admission, a common school education, good moral character, firm health, and ages between 20 and 36.

EDUCATION IN MUSIC.

The *New York College of Music*, incorporated in 1878, arranges its course of instruction in departments of vocal sight-reading; piano; violin; theory and harmony; vocal; and organ; besides chamber music and operatic departments for advanced students in piano playing and vocal training; all under 16 professors, with 854 students, in 1881-'82. Diplomas in art and degrees in musical science are conferred by the president and corporation, on the recommendation of the director and faculty and under the authority of the State of New York.—(New York College of Music.)

The *Baxter University of Music*, Friendship, was reported in 1881 as a fully organized institution in every branch of musical learning; there were graduating courses for church, society, orchestral, and band musicians, with lectures and a series of concerts accompanying the courses. No statistics are given.—(Report.)

SCHOOLS FOR TRAINING IN ORATORY.

Several schools of this kind are known to exist in the city of New York, but no information concerning them for 1880-'81 has been received.

TRAINING IN SEAMANSHIP.

The Nautical School of the Port of New York, on the school ship *St. Mary*, is for the training of pupils in the elements of an ordinary school course, with instruction in the science and art of navigation. The sea service and school training occupy each about half a year. The enrolment for 1881 was 107. The boys were examined in the spring in school studies under the superintendence department of the city schools; in October, in the presence of 15 shipmasters, they were successfully put through their drill in seamanship; 47 were graduated.—(State and city reports.)

EDUCATION OF THE DEAF AND DUMB.

In the 6 State institutions for this purpose there were 1,323 pupils in 1880-'81, a decrease of 12 from the previous year. Of these, 649 were State pupils and 455 county, while

128 were supported by the State of New Jersey and 91 by parents, guardians, or friends. Of the whole number the New York Institute for the Instruction of the Deaf and Dumb, New York City, had 519; the New York Institution^a for the Improved Instruction of Deaf-Mutes, 137; the St. Joseph Institute for the Improved Instruction of Deaf-Mutes, Fordham, 239; the Central New York Institution for Deaf-Mutes, Rome, 168; the Western New York Institution for Deaf-Mutes, Rochester, 132; Le Conteulx St. Mary's Institute for the Improved Instruction of Deaf-Mutes, Buffalo, 128. Increased importance was attached to the industrial departments in most of these schools, as through them both males and females, when leaving school, may have some means of self support besides the mental training. From year to year, instruction in the arts of design was becoming more and more important, developing taste and skill which were highly gratifying. A number of recent graduates, both male and female, were devoting themselves to artistic work as a specialty with pecuniary success. Articulation and lip reading received more or less attention in all the schools, but more especially in the 2 institutions in New York City, where, under the most approved methods, the results were very encouraging. One graduate passed a successful examination for admission to the Columbia College School of Mines, and was successfully pursuing the course in civil engineering, depending entirely on lip reading. The institution at Rochester had introduced the Kindergarten teaching with increased usefulness, as by experience it was found to be of great value in the instruction of deaf-mute children. During the year printing was added to the trades taught, and a daily paper was issued, made up of items from the school exercises, with little incidents of school life and bits of news from the daily papers, using the simplest language possible, the difficulty in finding books simple enough for the young children having led to the idea of this paper. This institution had, for the three previous years, occupied rented property belonging to the city, but in 1881 the city had executed a lease giving to the institution the property, valued at \$81,000, for 25 years at \$1 per annum. During the year the New York Institution No. 2 removed from its old location on Broadway to its beautiful home on Lexington avenue. It is said that there is no finer structure for deaf-mutes in the world. The ground was given by the city on a 99 years' lease at \$1 per annum, the building costing \$140,000.—(State report.)

EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, registered 170 pupils during 1880-'81, boys 86, girls 84, and was arranged in 3 departments, literary, musical, and industrial. In the literary, besides the ordinary English branches, instruction was given in rhetoric, zoölogy, physiology, natural and moral philosophy, with exercises in declamation and composition. The Kindergarten class was continued with increasing interest and success. In the musical department 120 were instructed in instrumental music, 10 of these upon the pipe organ. An orchestra of 8 instruments was taught through the year, while a class of 14 were instructed in harmony and musical composition, some of whom were subsequently employed in teaching. The tuning class of 18 had made good progress and were tuning their own instruments. In the industrial department broom making was the principal industry for the males, while the females were taught hand and machine sewing, knitting, and ornamental needlework.—(Report.)

The *New York Institution for the Blind*, New York City, had 236 inmates in 1880-'81. It arranged its system of instruction in 3 departments, literary, musical, and industrial: the literary embraces a course of studies of 7 grades, going as high as algebra, geometry, logic, mental, moral, and natural philosophy, science of government, rhetoric, and composition; in the musical department instruction is given in voice culture, chorus singing, piano and organ playing, theory and practice of teaching, staff and Wait systems of musical notation, and piano tuning. In the industries the males are taught cane seating, mattress making, and the manipulations of piano action and strings necessary in piano tuning.—(Report.)

EDUCATION OF THE FEEBLE-MINDED.

The *New York Asylum for Idiots*, Syracuse, established in 1851, has made no report of its work for 1880-'81 to this Bureau. In 1879-'80 it had an average of 289 under instruction in simple elementary studies and industrial occupations.

REFORMATORY INSTITUTIONS.

The State reformatories are the New York House of Refuge, Randall's Island, and the Western House of Refuge, Rochester, each with educational and industrial departments for both sexes, the State being districted between them. During the last year the former had an average attendance of 741 and had cared for 19,969 inmates since 1825. Statistics for 1881 are wanting for the latter school.

In addition to these there were kindred institutions under the care of benevolent organizations, viz: (1) The State Reformatory, Elmira, which had received 1,238 during five years up to September, 1881; (2) the New York Catholic Protectory, Westchester

County, which had 2,833 under its care in 1880-'81; of these, 795 left during the year physically and morally improved and more than 500 of them fitted to earn their own living; a large proportion of the boys were placed on farms in Nebraska. (3) The Catholic Protectory, Buffalo, mentioned in the report of board of charities as among the most important in the State, furnishes the Bureau no information since 1876. The following provide only for girls and, though reformatory in character, the inmates are not committed: the Association for Befriending Children and Young Girls, the New York Magdalen Benevolent Society, both in New York City, the latter caring for 166 in 1881, and the House of Shelter, Albany, with no statistics.

The great number of children brought under these reformatories and the large annual expenditures for their support place them among the most important public charities in the State.

EDUCATIONAL CONVENTIONS.

UNIVERSITY CONVOCATION.

The regents of the University of the State of New York have held, under this title, since 1863, an annual meeting with the instructors of the various colleges, normal schools, and academic institutions under their direction, uniting with these, since 1868, the trustees of such institutions. Its annual session at Albany July, 1881, is reported to have been unusually interesting. The most marked feature of the meeting was a paper on the relation of the General Government to the education of the people, the conclusion being that Congress should appropriate a fund in aid of education and determine all conditions of its apportionment; that after such apportionments have been made by Congress and accepted by the States they should be entirely controlled and administered by the States. The meagre report at hand from a State newspaper mentions only the reading of other papers on education, on chairs of pedagogy in colleges, and a few more the titles of which are not given. Dr. David Murray, who had been appointed secretary of the board at a meeting in January, was said to be showing a vigorous and progressive spirit, which, with a genial manner, gave promise that the convocations of the future would be more successful than those of the past. It was thought that the time of the convocation should be changed from July to January, in the hope of calling out a larger and more representative attendance. Hon. Henry R. Pierson was elected chancellor.—(School Bulletin.)

STATE TEACHERS' ASSOCIATION.

The thirty-sixth anniversary of the New York State Teachers' Association was held at Saratoga July 5-7, 1881, and was called to order by the president, Prof. Jerome Allen. The meeting was characterized by certain indications of progress: the attendance of teachers and leading educators was large and the interest shown encouraging; the membership was greatly increased; the drift of sentiment in addresses and papers read was toward improvements in theories and practice; the subjects introduced and discussed were those most directly touching the issues of the day in educational matters. The president gave the keynote to the spirit of the session, saying: "All over the land new methods of education are being talked about. Our meetings should state the diagnosis of the diseases in our schools and point distinctly to the remedies. It is far more important to reduce our illiteracy than to lessen our public debt. The education needed as a remedy must be supplemented by religious or at least moral training. Our mistake has been that in running away from sectarianism we have run away from religion as well. If the State is bound to prevent children from growing up in ignorance, she is equally bound to prevent them from growing up in idleness or vice. Why should the State wait until an aimless life has blasted character and influence before it does what it ought earlier to have done?" After this address, which was listened to with great interest, came reports of committees on "The condition of education," "Improved methods of education," "The advancement of education," and "Near-sightedness in schools." Besides these there were elaborate papers on "Reading," on "Institutes and institute instruction," "Recent criticisms on our public schools," "Latin in high schools," "Genealogy of the modern lecture and its place in educational agencies," "Educational journalism," followed by remarks on "Industrial education in the public schools." The exercises were enlivened by recitations, music, and an excursion to Lake George, when, after the appointment of officers for the ensuing year, the association adjourned to meet at Yonkers in 1882.—(Annual report.)

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

At the last meeting of this association, at Utica, December, 1880, it was voted to hold its next session in January, 1882, in order that the persons elected school commissioners at the general election of 1881 might act officially in the proceedings, their terms beginning on the first day of January, 1882. Reports of this meeting are wanting.—(State report.)

OBITUARY RECORD.

SUPERINTENDENT SAMUEL S. RANDALL.

Born in 1809, at Norwich, N. Y., and dying in the city of New York, June 3, 1881, Mr. Randall filled much of his seventy-two years of life with useful labor for the educational interests of his native State and of its chief city. Having supplemented early school studies with a brief course at Hamilton College, he prepared for the bar in the office of Hon. Daniel S. Dickinson, and was admitted to practice in 1834. Gen. John A. Dix was at that time secretary of state and superintendent of public instruction, and for the management of the latter interest secured the aid of Mr. Randall before he had gone far into the practice of the law. The young assistant proved to be the man for the place and the occasion, doing his work so well that he was retained till the close of General Dix's long incumbency, and then was reëngaged for the same duties by Hon. John C. Spencer, who in 1839 succeeded General Dix. Two years later, 1841, his valuable services received honorable recognition in his appointment to the deputy superintendency, an office apparently created for him, and which he held till 1846, again from 1849 to 1852, and once more for a part of 1854. While acting thus as deputy, the full duties of the superintendency twice devolved upon him, and were performed so satisfactorily that when, in 1853, a movement was begun to separate the department of public education from the office of the secretary of state, it was generally supposed that Mr. Randall's faithful work and intimate acquaintance with the State school system (which he had done much to improve) would lead to his election to the superintendency. Political influences stood in his way, however, then; but two months later (in June, 1854) he was elected to the superintendency of schools in New York City. He accepted the position, and held it for 16 years, bringing up the city system, then in its infancy. Resigning on account of failing health, his deputy, Mr. Henry Kiddle, succeeded him, and he gave much of his remaining strength to the preparation of an excellent History of the Common School System of the State, published in 1871. For the preparation of this history he was fitted, not only by his personal acquaintance with the system and by careful study of the State records at Albany, but also by two preceding works, *A Digest of the Common School System*, published in 1844, and *The Common School System of the State of New York*, published in 1851, with a smaller one on *Mental and Moral Culture*, 1844. To all these are to be added a *History of the State of New York*, for the use of schools, published in 1870, and *First Principles of Popular Education and Popular Instruction*, 1868, with 15 valuable reports on the school system of New York City. Full of years and worn with labors, he at last rested, honored with the title of "father of the school system of New York," which system he certainly did more than almost any other single man to put into efficient operation.

ASSISTANT SUPERINTENDENT ALEXANDER J. SCHEM.

Professor Schem was born in Westphalia, Prussia, in 1826; entered, 1843, the University of Bonn; completed his university studies at Tübingen, and came in 1851 to America. Here he taught modern languages at Mount Holly, N. J., and in 1854 became professor of Hebrew and modern languages in Dickinson College, Carlisle, Pa., where he continued for some years. The intelligence displayed here in his contributions to the newspapers attracted the attention of the literary men engaged on Appleton's Cyclopædia, and he was invited to New York to aid them. Continuing in this work for eleven years, he established such a reputation for varied scholarship that when Johnson's Cyclopædia was planned he was employed on this also. In 1874 he became one of the assistant superintendents of the public schools of New York City, under Henry Kiddle, continuing such until his death. During this period he united with Mr. Kiddle in preparing a very useful Cyclopædia of Education, published by Steiger in 1877, and then, with others, was engaged on the Theological Encyclopædia of Drs. McClintock and Strong. These are but specimens of the literary labors that he undertook in connection with his school duties. The multitude of these labors, however, told upon his system, and led to his premature death, which occurred May 21, 1881.

BISHOP ERASTUS O. HAVEN, D. D., LL. D.

This accomplished man, whose life was marked by a succession of honors, was born in Boston, Mass., November 1, 1820; he graduated at Wesleyan University, 1842; was principal of a private academy at Sudbury, Mass., during 1842-'43; then taught in Amenia Seminary, N. Y., till 1848; served the next five years as pastor of important Methodist churches in New York City and vicinity, and from 1853 to 1856 was professor, first of Latin, then of rhetoric and English literature, at the University of Michigan, Ann Arbor, during which time Union College, N. Y., conferred on him the degree of D. D. In 1856 he was induced to return to Boston as editor of *Zion's Herald*, the chief Methodist paper of New England. Here again his ability and scholarship were recognized by

the governor in an appointment to the Massachusetts board of education (of which he was chosen chairman) and by the people in two successive elections to the State senate; while from Ohio Wesleyan University came like recognition in an honorary degree of LL. D. After seven years' work in Boston he was recalled in 1863 to the University of Michigan to take the place of the retiring chancellor, Rev. Dr. Henry P. Tappan. His excellent administration here doubled in six years the funds and the attendance, with such improvement in literary quality and discipline as to place the institution in the front rank of the institutions of its class in the United States. This work accomplished, he felt at liberty to undertake a like one for an infant university of his own church, the Northwestern, at Evanston, Ill., not far from Chicago. He went there as president in 1869; "found it," says a later president, "a small college; made it a university in fact as well as name." Such successful college work led to the selection of him by his church as secretary of its board of education in 1872, and to his election as chancellor of one of its most important institutions, Syracuse University, Syracuse, N. Y. He accepted both positions, carrying into the latter the work of the former, without compensation, and, although burdened with this extra labor, he added largely to the attendance on the university, strengthened its courses, brought its medical school up to the standard of the highest in the country, and much improved its college of fine arts. In 1880 he was elevated by his church to its highest office of bishop, and was assigned the Pacific coast as his field of labor. Beginning that labor at San Francisco and along the coast from January, 1881, within six months he was prostrated with malarial fever in Oregon, and died August 3, 1881, leaving the reputation of a model educator and a most genial, lovable, and many-sided man.

GEORGE PAYNE QUACKENBOS, LL.D.

Born in New York City, September 4, 1826, and graduated at Columbia College in 1843, Dr. Quackenbos spent a year in teaching at the South, and then, returning to his native city, became principal of the Henry Street Grammar School, subsequently occupying for twenty years the same relation to a "collegiate school" at the corner of Fourteenth street and Sixth avenue. To this long experience in teaching we owe a series of text books for school use that have made his name familiar not only throughout the United States, but in England and its colonies, and even in Japan. First Lessons in English Composition came out in 1851; Advanced Course of Composition and Rhetoric and a School History of the United States, in 1854; a Natural Philosophy, in 1859; English Grammar, in 1862; a Primary Arithmetic and an Elementary Arithmetic, in 1863; a Practical Arithmetic and an Elementary History of the United States, in 1868, with a larger History of the United States, in 1876; besides all which he edited a revised edition of Spiers and Surenné's French and English Dictionary. These books secured so wide a welcome that teaching had at last to be relinquished and his whole time given to the revision and improvement of the volumes that were aiding others in their school work. In this congenial occupation some peaceful and useful years were passed; he died July 24, 1881, at New London, N. H.

DR. JAMES P. WHITE.

This esteemed physician and instructor, born in Livingston County, N. Y., March 14, 1811, died September 28, 1881. A practitioner of great intelligence and a student in European schools, as well as in America, he early rose to eminence in his profession, became one of the chief agents in the establishment of the Medical Department of the University of Buffalo, was a professor in it from the outset, had been its president for some time before his death, and was also first vice president of the American Medical Association.

CHIEF STATE SCHOOL OFFICER.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[First term, April, 1874-1877; second, April, 1877-1880; third term, April, 1880-1883.]

Mr. Addison A. Keyes has been assistant superintendent during most of Mr. Gilmour's incumbency.

NORTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
White youth of school age (6-21)	291, 770	293, 780	2, 010	-----
Colored youth of school age (6-21)	167, 554	174, 292	6, 738	-----
Whole number of school age	459, 324	468, 072	8, 748	-----
White youth in public schools	136, 481	140, 311	3, 830	-----
Colored youth in public schools	89, 125	100, 405	11, 280	-----
Whole number in public schools	225, 606	240, 716	15, 110	-----
Average attendance of white pupils	a90, 512	b87, 436	-----	3, 076
Average attendance of colored pupils	c57, 290	b55, 384	-----	1, 906
Whole average attendance reported	147, 802	d142, 820	-----	4, 982
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported	6, 392	6, 240	-----	152
Number of public school-houses	3, 766	3, 711	-----	55
Number of free schools for whites	e3, 523	f3, 781	258	-----
Number of free schools for colored	e1, 789	f1, 901	112	-----
Whole number reported as free	e5, 312	f5, 682	370	-----
Average time of school in days	54	g48	-----	6
Reported valuation of public school property	\$179, 561	\$220, 442	\$40, 881	-----
TEACHERS AND THEIR PAY.				
White men teaching in free schools	2, 006	2, 620	614	-----
White women teaching	721	986	265	-----
Colored men teaching	1, 034	1, 007	-----	27
Colored women teaching	369	389	20	-----
Whole number of free school teachers	4, 130	5, 002	872	-----
Average monthly pay of whites	\$21 91	{ \$22 25	-----	-----
Average monthly pay of colored		{ 19 82	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools	A\$523, 555	\$698, 772	\$137, 197	-----
Whole expenditure for public schools	352, 882	409, 659	56, 777	-----
STATE SCHOOL FUND.				
Amount of available State fund	\$200, 000	\$100, 000	-----	\$100, 000
Estimated whole amount (including portion not now available)	531, 555	431, 555	-----	100, 000

a In 74 counties.

b In 87 counties.

c In 73 counties.

d In 57 out of 96 counties.

e In 81 counties.

f In 85 counties.

g Only 6 months of 1881 reported.

A Includes \$132, 286 on hand at beginning of the year.

† Includes \$170, 286 on hand at beginning of the year.

(From reports of Hon. John C. Scarborough, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education and a State superintendent of public instruction (who is ex officio a member of the board) have general charge of educational interests. County school affairs are supervised by county boards of education composed of the commissioners of each county assisted by county superintendents. These last were provided for in 1881, the office of county examiner being at the same time abolished. County superintendents are elected biennially by county boards of education and of magistrates in joint session. For each district, a school committee of three persons is elected by the county board of education.

OTHER FEATURES OF THE SYSTEM.

Under the constitution the public schools have long been supported by the income of a State school fund, by county school funds, and by State and county capitation taxes, the sum of the last two not to exceed \$2 a head. Under the school law of 1881 there are also given to the schools a general tax of $12\frac{1}{2}$ cents on the \$100 of property and credits in the State and a poll tax of $37\frac{1}{2}$ cents. If these funds should not be sufficient to maintain schools four months in each school year, under the new school law a special tax for the amount necessary must be levied by the county commissioners. School funds are apportioned by the State board to counties, and by county boards to the several districts,¹ according to the number of children therein between 6 and 21, the county boards specifying how much is for white and how much for colored schools. The district school committees are required each year to take a census of youth of school age, designating race and sex, and forward their enumerations to the county superintendent. The funds and schools for white and colored children must be kept separate. Schools aided by public funds are free to all residents of the district 6 to 21. Teachers are examined by county superintendents, from whom they receive certificates valid for 1 year in the county where issued and graded according to qualification. Institutes may be organized by county boards of education, who are authorized to appropriate annually \$100 of county school funds for the purpose; and when such institutes are held teachers are required to attend. Teachers must make report at the close of every term to the county superintendent and the district school committee; county superintendents, annually to the State superintendent, and he to the governor.—(School laws, 1881.)

GENERAL CONDITION.

With an increase of 8,748 youth of school age, the enrolment reported was 15,110 higher. To sustain the public schools there seem to have been raised \$137,197 more than in 1879-'80, and there was a reported addition of \$40,881 to the value of State school property. Information from other than official sources indicates that several religious associations in other States did much to improve the teaching force in North Carolina by providing normal schools, more or less permanent in character, which seem to have been well attended; in two or three instances enterprising towns secured teachers, set up graded schools, and carried them on with enthusiasm. The figures, however, do not on the whole indicate progress; for, while the want of uniformity in the returns for the two years unavoidably vitiates to some extent comparisons which might otherwise be safely instituted, it is clear that there was a large falling off in the average attendance, especially of white pupils, and there is an evident incongruity in the increase of 872 teachers reported and the decrease of 55 in the number of school-houses occupied.

The State superintendent recommends that the school system as organized under the law of 1881 be continued for the present, and hopes much from the county superintendency and the arrangements for improving teachers that have been recently introduced.

KINDERGÄRTEN.

Several Kindergärten reported statistics for 1879-'80, but only one sent a report of statistics for 1880-'81. The school connected with Charlotte Female Institute, Charlotte, had 9 pupils under Kindergarten training. A Kindergarten department was a feature of the Franklin Normal School in 1881, while the absence of such a department from the university normal course was a marked change from former sessions.

CITY SCHOOL SYSTEMS.

LEGAL PROVISIONS.

In townships of 5,000 inhabitants and upward (with two or three exceptions), a tax for the support of graded schools was authorized in 1877; but it could not exceed one-tenth of 1 per cent. on property and 30 cents on the poll.

¹ According to the new law, all the school funds thus assigned to a district may be used to build school-houses, if the school committee so determine. Under this law 38 new ones are said to have been built in one county.

STATISTICS OF RALEIGH.

Only two cities in this State, Raleigh and Wilmington, had in 1880-'81 over 7,500 inhabitants, the minimum limit of those cities from which statistics are given in Table II of the appendix.

Raleigh, with a population of 9,265 and 4,388 youth of school age (1,960 whites and 2,428 colored), reports an enrolment in public schools of 1,778 (650 whites and 1,128 colored). About 200 white and 50 colored children were enrolled in private and parochial schools. Public schools were taught 196 days by 23 teachers, of whom 6 were men. The property used for school purposes was valued at \$5,000.—(Return.)

Wilmington had 17,350 inhabitants according to the census of 1880, but no report of its public schools has been received since 1879.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Ten schools called State normal schools appear in the State report as held in some part of 1881 with a total attendance of 1,363 pupils, of whom 1,138 were engaged in professional studies and 225 were in preparatory or practice schools. Five of these schools were summer normals, holding sessions of 4 or 6 weeks during the vacations of the public schools. One-half of the schools were for colored pupils.

The *North Carolina University Normal School*, Chapel Hill, established by the State in 1877, held, as usual, a six weeks' session in the university buildings during vacation, 338 pupils being enrolled under 18 instructors and 11 lecturers. Instruction in elocution was a novel feature of the work. Tuition was free. The State appropriation for the year was \$2,000.

The *State Colored Normal School*, Fayetteville, also organized in 1877, enrolled 63 preparatory and 46 normal pupils under 3 instructors, and now presents a 3 years' course of study, one year having been added during 1880-'81 in consequence of a demand for colored teachers of a higher grade. Certificates of competency to teach, however, are still given to students who complete the junior year. Tuition is free. The State appropriates \$2,000 a year to the school. Up to 1881 \$500 had been received from the Peabody fund, but in that year this was reduced to \$205, owing to the establishment of various other normals which needed assistance.

Franklin Normal School, Franklin, established by the State board in 1881, is a summer normal of 4 weeks, giving free tuition and receiving aid from the State, the county, and the Peabody fund. There were 127 normal students enrolled under 4 teachers and 3 lecturers, besides 52 in a model school.

Elizabeth City State Normal, Elizabeth City, a 6 weeks' school, established in 1881, reports \$500 received from the State, tuition free, and 64 students attending.

Newton State Normal School, Newton, established by the State in 1881, is a summer vacation school of 5 weeks, held in the buildings of the Catawba High School. It received from the State an appropriation of \$500, and had, according to the State report, 127 normal students, besides 80 children in a Kindergarten, both under 9 resident instructors and 8 others.

Wilson State Normal School, Wilson, a summer normal of 5 weeks, organized in 1881, received \$500 from the State, \$100 from the county, and \$200 from the Peabody fund; it enrolled 154 pupils, under 10 instructors and 9 lecturers.

New Berne State Normal School (for colored students), established in 1881, in a course extending over 3 years of 21 weeks each, aims to give a first class training to those expecting to teach. There were 63 students enrolled during the year under 3 instructors and 2 lecturers. Tuition was free.—(Return.)

Besides this at New Berne, 3 other normal schools for the colored race were established in 1881: one at Franklinton, with 4 teachers and 65 pupils; another at Plymouth, with 3 teachers and 91 pupils; and a third at Salisbury, with 2 teachers and 63 pupils.

OTHER NORMAL TRAINING.

Graham Normal College, Graham (organized as such in 1881), has preparatory and normal departments of study, the latter with junior and senior classes. Instructors, 4; students not given.

Whitton Normal School, Lumberton, organized in 1876, aims to prepare pupils for governing and teaching the public schools for colored pupils in a course of study extending through 4 years of 6 months each, the sessions being held in the summer to allow pupils to teach at other seasons. There were 30 normal and 53 other pupils during 1880-'81, under a principal and 4 pupil teachers.

Wilmington Normal School, Wilmington, organized in 1865 by the American Missionary Association, had 236 pupils enrolled during the year under 6 instructors.

Tilston Normal School, Wilmington, opened in 1872 and sustained by the American

Unitarian Association and Soldiers' Memorial Society, graduated 7 pupils during 1880-'81. Further statistics are not given.—(The Lighthouse.)

The *State University*, Chapel Hill, instituted in 1881 a teachers' course of 2 years, embracing all the studies required by law to be taught in the public schools, with some higher ones and theory of teaching.

The *Normal Department of Shaw University*, Raleigh, organized in 1866, reports a 3 years' course of study, with 211 students during the year, under 9 instructors.

TEACHERS' INSTITUTES.

Under the new school law, above referred to, the board of education in any county may appropriate any sum not over \$100 out of the school funds for one or more teachers' institutes in their county, or the county commissioners of two or more adjoining counties may appropriate a like amount for a joint institute. In case such institute is provided for and announced the public school teachers of the county or counties thus acting are required to attend the institute, though there appears to be no penalty for non-compliance with this rule. Thirty-three such institutes for white and 11 for colored teachers are reported by the State superintendent to have been held in 22 counties, with an attendance of 703 whites and 169 colored. Two counties had each 2 institutes for whites; one had 3; another 4, and one (Henderson) had 5 within the year.

EDUCATIONAL JOURNALS.

The North Carolina Educational Journal, the official organ of the State Teachers' Association, a monthly published at Chapel Hill, Rev. J. F. Heitman, editor, issued its first number January 15, 1881. It is intended to be a medium of communication and a vehicle of information for the teachers of the State and for others engaged in the work of education.

The Lighthouse and Tileston Recorder, a monthly published at Wilmington by the Tileston Normal School, although principally devoted to the interests of the Tileston Normal School in that place, contains some general educational information and much to aid teachers in improving their methods of discipline and instruction.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No information has reached this Office as to the number of high schools in the State or of pupils attending on them. The North Carolina Educational Journal mentions the graded schools of Salisbury, Fayetteville, Raleigh, Wilson, and Goldsboro', and notices the sessions of Clinton, Cary, Webster, Franklin, and Waynesville high schools, but does not indicate whether these last are under public or private control and does not give statistics of attendance.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and for a summary of them, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, Chapel Hill, for young men only, offers classical, scientific, and philosophical undergraduate courses and graduate instruction leading to the degrees of PH. D., M. A., and M. S.; also, courses in music, law, and medicine. The president's report for 1880-'81 shows that the university was in excellent condition. The number of students attending and the receipts for tuition had increased, additional work had been done in the higher departments of chemistry, and students in natural history were required to do laboratory work. New apparatus had been bought for the departments of physics, chemistry, and natural history, and an annual appropriation was made by the trustees for the increase of the university library. General good order prevailed among students; very little hazing was done, and its complete disappearance was confidently expected.—(North Carolina Educational Journal.)

Of 8 other universities and colleges, all but 3 are exclusively for men; Rutherford College, Rutherford; Weaverville College, Weaverville (both non-sectarian), and Shaw University, Raleigh (Baptist), admit both sexes. Three of the 9 (the State University, Rutherford College, Rutherford, and Weaverville College, Weaverville) are non-sectarian in influence, 2 (Biddle University, Charlotte, and Davidson College, Davidson) are under the care of Presbyterians, and 2 others (Shaw University, Raleigh, and Wake Forest College, Wake Forest) under that of the Baptist Church, while the Evangel-

ical Lutherans control North Carolina College, Mt. Pleasant, and the Methodist Episcopal Church South controls Trinity College, Trinity. All, at date of last report, provided preparatory departments; all presented the ordinary classical collegiate course of 4 years or its equivalent, although in 3 the arrangement was that of independent schools. All but two added scientific courses, generally of 4 years; 3 had commercial or business courses, 3 musical, and 2 normal. Six gave instruction in French, 6 in German, 2 in Hebrew, 4 in theology, 3 in law, and 2 in medicine.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of 8 or more colleges and seminaries for young women, half of them at least being authorized by law to confer collegiate degrees, 4 report statistics for 1880-'81. These had a total of 382 pupils enrolled, of whom 256 were in collegiate classes. Music, French, German, drawing, and painting form a part of the course of study in nearly all these schools. For statistics of those reporting, see Table VIII of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the scientific course of the State University are grouped studies that relate especially to the practical pursuits of life, including agriculture, surveying, and engineering. The full course covers four years and leads to the degree of B. S. There is also a philosophical course of 4 years for those who wish to study only one ancient language, which may be either Latin or Greek. This leads to the degree of PH. B. Shorter optional courses are arranged when necessary in general science and in agriculture. Pupils who have not the literary training requisite for admission to the regular college classes may enter on studies connected with agriculture and the mechanic arts if they possess suitable qualifications for these studies. The agricultural experiment station has been removed from the seat of the university to Raleigh, where a suitable building has been provided for its use by the board of agriculture.

Biddle and Shaw Universities and Davidson College have courses in general science covering 4 years, Trinity College has one of 3 years, and Weaverville College one whose length is not reported. Rutherford and Wake Forest Colleges, in which the arrangement is that of independent schools, included schools of natural science.

PROFESSIONAL.

Theological instruction is given in the theological course of Trinity College (Methodist Episcopal South), either in collegiate classes or apart from them, the course requiring, in the latter case, from 2 to 3 years for completion; in the School of the Bible, at Wake Forest College (Baptist), which does not report the length of its course, but had 14 students enrolled during 1880-'81; in Biddle University (Presbyterian) for colored students, where there was a 3 years' course in theology with 10 pupils engaged in it; and in Shaw University (Baptist), also for colored students, which reported 40 students in a 2 years' course. For further statistics, see Table XI of the appendix, and for a summary of them, the report of the Commissioner preceding.—(Catalogues.)

Legal instruction was given at date of last reports in the law department of the University of North Carolina in a 2 years' course of 9 months each year, and in that of Trinity College in a 3 years' course of 40 weeks each.—(Catalogues.)

Medical instruction was given in a department of the University of North Carolina, which presents a medical course extending over 2 years of 9 months each, and in Shaw University, where a department has been opened for the education of colored physicians. Two large buildings have been erected for the latter school, one on a site donated by the State, and the first term was to begin November 1, 1881.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Education of the Deaf and Dumb and the Blind, Raleigh, organized 1849, is strictly an educational institution, supported by the State, for the moral, intellectual, and physical training of the young deaf-mutes and blind of both sexes. There are separate departments for the white and colored, the buildings being situated a mile apart, but both under the same principal and enjoying equal privileges. The course of study embraces all the common English branches, with vocal and instrumental music for the blind. Each pupil is required to work two hours and a half every day, the employments for the males being mattress, broom, and basket making, and chair seating for the blind, and shoe making for the deaf and dumb. The girls in both departments sew, knit, and do the mending for all. The blind girls are also

taught bead work. Everything is provided free of charge, except clothing and travelling expenses. There were 109 pupils under instruction during 1881 and 99 present in December of that year.—(Report, 1877-'78, and Annals of the Deaf and Dumb.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

A North Carolina Teachers' Association was organized in 1878 to promote the cause of education in the State and especially to coöperate with the State board in perfecting the common school system. The constitution provides for one regular annual meeting and such other special meetings as shall be determined on. The annual meeting for 1881 was held at the State University, Chapel Hill. Fifty new members were admitted, officers appointed for the ensuing year, resolutions passed indorsing the North Carolina Educational Journal as the organ of the association, and, after some other business was disposed of, an address on the dignity and importance of the teacher's profession was delivered by County Superintendent Edmund Alexander. A discussion on the question "How can quackery be banished from the teaching profession?" was engaged in by several members. The executive committee was then charged with the duty of making arrangements for future discussions, when the association adjourned to meet at the call of the president.—(North Carolina Educational Journal.)

ASSOCIATION OF COUNTY SUPERINTENDENTS.

A State Association of County Superintendents was organized in September, 1881, agreeably to resolutions adopted at a meeting of county superintendents held in June at the University Normal School. These resolutions recognized the fact that the new school law creating the office of county superintendent was intended to improve the system of public schools in the State, that the people were justly impatient with its slow progress, and that improvement could only be brought about by ridding the State of incompetent teachers. It was resolved that in the appointment of teachers all outside influences should be firmly resisted, rigid examinations strictly adhered to, and merit made the only test.

About 25 superintendents assembled in Raleigh, September 7, in response to the call. State Superintendent Scarborough called the convention to order; officers were elected, and the association appointed to meet annually on the first Wednesday of July. Addresses were delivered by the State superintendent and others, means of enlightening the public mind on the subject of education were discussed, and after the adoption of resolutions the association adjourned.—(North Carolina Educational Journal.)

WESTERN TEACHERS' ASSOCIATION.

A Western North Carolina Teachers' Association was formed in 1881 during the session of the Newton Normal School. Its purpose is to coöperate with the State association in efforts to advance the interests of education. The constitution and regulations of the two associations are the same.

COUNTY TEACHERS' ASSOCIATIONS.

In many counties of the State monthly teachers' associations have been organized, with the object of increasing popular interest in the schools as well as aiding in the improvement of teachers. Of the Davie County Association, organized in July, 1881, at Mocksville, additional meetings are reported for August, September, and October. The one in August was addressed by the State superintendent on the subject of general education. At the October meeting addresses were delivered by several members, the topics being "Sustaining the public schools," "The duty of the State to educate her people," "The best incentives to study," "The influence of education on the individual and national character," and "The necessity of religious or moral instruction." At a meeting of the Rowan Association, held in October, among other subjects discussed was that of "Corporal punishment in the schools." The conclusion reached was that this means of discipline should not at present be entirely abolished, but that it should be used by teachers with great caution. At the November meeting of Iredell County Teachers' Association State Superintendent Scarborough gave an earnest lecture on the subject of education, which was well calculated to awaken the interest of his hearers.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Third term, January 1, 1881, to January 1, 1885.]

OHIO.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (6-21).....	1, 022, 571	1, 039, 041	16, 470	-----
Colored of school age (6-21).....	23, 654	24, 296	642	-----
Whole number of school age.....	1, 046, 225	1, 063, 337	17, 112	-----
Whites in public schools.....	737, 627	734, 462	-----	3, 165
Colored in public schools.....	9, 511	10, 296	785	-----
Whole number enrolled.....	747, 138	744, 758	-----	2, 380
Average monthly enrolment.....	585, 335	577, 751	-----	7, 584
Average daily attendance.....	476, 279	468, 141	-----	8, 138
Pupils in private schools.....	28, 650	30, 362	1, 712	-----
DISTRICTS AND SCHOOLS.				
Township districts.....	1, 346	1, 344	-----	2
Subdistricts in these.....	10, 872	10, 923	51	-----
City, village, and special districts.....	684	693	9	-----
District divisions in these.....	753	791	38	-----
School-houses in township districts.....	10, 888	10, 945	57	-----
School-houses in city, village, and special districts.....	1, 255	1, 290	35	-----
Public school-houses.....	12, 143	12, 235	92	-----
Public school rooms.....	16, 247	16, 381	134	-----
Rooms for elementary schools.....	15, 680	15, 806	126	-----
Rooms for high schools.....	567	575	8	-----
School-houses built.....	442	432	-----	10
Cost of school-houses built.....	\$711, 835	\$649, 499	-----	\$62, 336
Value of public school-houses and grounds.....	21, 851, 718	22, 103, 982	\$252, 264	-----
Average time of schools in days.....	150	155	5	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	11, 326	11, 453	127	-----
Women teaching in public schools.....	12, 358	12, 517	159	-----
Whole number of teachers employed.....	23, 684	23, 970	286	-----
Teachers permanently employed.....	9, 388	9, 617	229	-----
Teachers in primary and grammar schools.....	22, 986	23, 196	210	-----
Teachers in high schools.....	698	774	76	-----
Teachers in colored schools.....	225	254	29	-----
Teachers in private schools.....	247	207	-----	40
Average monthly pay of men.....	\$56 00	\$37 00	-----	\$19 00
Average monthly pay of women.....	39 00	28 00	-----	11 00
INCOME AND EXPENDITURE.				
Receipts for public schools.....	\$7, 526, 224	\$8, 129, 326	\$603, 102	-----
Expenditure for public schools.....	7, 704, 449	8, 133, 622	429, 173	-----

(From reports and returns of Hon. Daniel F. De Wolf, State commissioner of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

No important change having been made in the school law, there is still, for supervisory work, a State commissioner of common schools, elected by the people for 3 years, under whom are boards of education elected by the people in cities, villages, special districts, and township districts and subdistricts.

For testing the qualifications of teachers, there are boards of examiners of 3 members: the State board is appointed by the State commissioner; county boards, by the probate judge of the county; boards in cities and villages of not less than 2,500 inhabitants, by their boards of education; all the members of these boards serve 3 years. Cities with 10,000 or more inhabitants may have 3, 6, or 9 examiners. City boards have almost always superintendents for their schools.

OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment by each board of education of a sufficient number of schools for the free education of all youth of school age within the districts under its control. Each township board must establish at least one primary school in each subdistrict. Any board may establish schools of higher grade also where necessary; in cities evening schools may be opened for such as are employed during the day. Separate schools for colored children may be organized and schools may be established at children's homes, orphan asylums, and county infirmaries. The schools must be taught not less than 24 nor more than 44 weeks. Attendance for at least 12 weeks is required of all sound children from 8 to 14 not receiving instruction elsewhere. The public schools are sustained from the interest of a common school fund and from the proceeds of a State tax of 1 mill on \$1 of all taxable property, when no other rate is fixed, which must be used for the payment of teachers only. All contingent expenses are to be met and money for the purchase of sites and erection of buildings must be raised by a district tax not to exceed 7 mills on \$1, except in Cincinnati, where the limit is 5 mills, and in Cleveland, where it is 4 mills. The State common school money is apportioned to the counties and by them to the districts and parts of districts in proportion to the enumerated youth of school age, any district failing to return the required enumeration not being entitled to receive any portion of the fund. No person may be employed as a teacher in the common schools without a certificate of moral character and qualification from a board having competent jurisdiction; those employed, except in certain specialties, must present such certificate and the required reports in order to receive pay. Text books (which must be used 3 years without change) and courses of study are determined by local boards, and all studies must be taught in English unless the teaching of German is demanded by 75 freeholders who represent 40 pupils in such school. The law provides for school libraries in districts through an appropriation from the contingent fund; in cities, through a tax of one-tenth of a mill on the dollar of taxable property.

GENERAL CONDITION.

The statistical summary for 1880-'81, shows some slight advances, but is discouraging on the whole. With \$603,102 more in receipts for schools than in the previous year and with \$429,173 more disbursed for them, we find 10 fewer school-houses erected, and the cost of those constructed \$62,336 less. With an increase reported in the pay of teachers of both sexes in the country districts, the State school commissioner nevertheless estimates a falling off of \$19 in the average pay of men for the whole State and of \$11 in that of women. It appears that, although there were 17,112 more children of school age, there was a decline of 2,380 in enrolment, of 7,584 in the average number on the monthly register, and of 8,138 in average daily attendance. This compared with an increase of 12,487 in the enrolment during the preceding year, of 13,455 in average monthly enrolment, and of 16,289 in average daily attendance is almost inexplicable in connection with the excellent work of the able State commissioner and the closer supervision introduced into the greater part of the cities of the State. The commissioner, however, remarks that "the present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy," and he classifies these evils under various heads: (1) the schools are too small for effective work and unnecessarily expensive by reason of want of size; (2) the schools being isolated, old methods of discipline and teaching are preserved after their vitality has ceased and new and better methods have been introduced elsewhere; (3) the undertaking to supply the wants of a neighborhood in a single school, together with the absence of records of scholarship, involves useless repetition of the same work; the other evils the commissioner dwells upon chiefly grow out of the conflicting provisions of the school law

KINDERGÄRTEN.

For statistics and other information as to the 7 or 8 schools of this class reporting from Ohio for 1880-'81, with note of others that have not reported for that year, see Table V of the appendix to this volume.

CITY SCHOOL SYSTEMS.

OFFICERS.

There are in all cities in this State boards of education, consisting of 1 or 2 members for each ward, elected biennially or annually, in those with over 10,000 inhabitants, except Cincinnati and Cleveland;¹ in cities with less than 10,000 and over 2,500 inhabitants the boards consist of 3 or 6 members for the whole city, elected triennially, with annual change of one-third, unless the board, by a majority of its members, provides for the election of as many members as the city has wards. The boards of education must appoint in each city boards of examiners and may appoint city superintendents of schools.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Akron.....	16,512	4,719	3,195	2,485	56	\$86,228
Bellaire.....	8,025	3,114	1,593	967	23	17,668
Canton.....	12,258	4,387	2,838	1,977	53	45,817
Chillicothe.....	10,938	3,387	1,868	1,478	44	34,577
Cincinnati.....	255,189	87,997	35,592	27,279	661	687,152
Cleveland.....	160,146	52,412	24,836	17,017	439	420,219
Columbus.....	51,647	15,899	8,014	6,103	153	183,777
Dayton.....	38,678	11,225	6,562	4,670	130	142,814
Fremont.....	8,446	2,351	1,040	718	17	14,950
Hamilton.....	12,122	4,895	2,008	1,477	36	38,543
Ironton.....	8,857	2,990	1,805	1,232	30	16,896
Lima.....	7,569	2,560	1,504	1,076	26	15,658
Mansfield.....	9,859	3,021	2,004	1,530	38	25,823
Newark.....	9,600	3,880	1,853	1,305	40	22,865
Portsmouth.....	11,321	3,567	2,215	1,905	43	34,162
Sandusky.....	15,838	6,290	2,519	1,869	49	48,660
Springfield.....	20,730	6,352	3,134	2,348	61	68,739
Steubenville.....	12,093	5,973	2,350	1,784	41	27,430
Tiffin.....	7,579	3,379	1,261	964	30	20,097
Toledo.....	50,137	17,579	7,677	5,001	130	152,344
Youngstown.....	15,435	5,820	2,568	1,821	42	33,464
Zanesville.....	18,113	5,980	3,061	2,203	71	52,841

^a The statistics for Bellaire, Ironton, Lima, Mansfield, Portsmouth, and Youngstown are from the State report for 1881; the others, from city returns.

ADDITIONAL PARTICULARS.

Akron classed its schools as primary, grammar, and high; it reported 8 school buildings, containing 56 rooms, with 2,987 sittings for study, and valued its school property at \$208,200. There were 180 enrolled in the high school, with an average attendance of 131. The schools were taught 194 of the 200 school days by 56 teachers, with special teachers for music, drawing, and penmanship. An estimated enrolment of 750 was given for private and parochial schools.—(State report and city return, 1881.)

Bellaire reported 5 school-houses, valued, with sites, &c., at \$50,000; a school session of 185 days; and an enrolment of 57, with an average attendance of 35, in the high school. German was studied by 40 pupils.—(State report, 1881.)

Canton accommodated its primary, grammar, high, and evening schools in 7 buildings containing 50 rooms, with 2,604 sittings for study, and reported a session of 189 days; special teachers for music and penmanship; an enrolment of 83, with an average attendance of 66 and 14 graduates, in the high school; 208 pupils studying German, 2,679 music, and 800 drawing. An estimated enrolment of 600 in private schools was reported.—(State report and city return, 1881.)

Chillicothe reported 5 buildings, with 48 rooms and 1,825 sittings for study, valued, with sites, &c., at \$170,400. There were 417 studying German, in which language instruction is given by special teachers in all grades above the second primary. There was an enrolment of 93, with 9 graduates, reported for the high school, and 350 in private schools.—(City report and return, 1881.)

¹ Cincinnati has a board composed of 12 members at large and of 25 others, each of the latter representing a ward; it has also 36 local trustees of districts. Cleveland has a board of 18 members, 1 for each ward.

Cincinnati, in 1881, had 28 district, 4 intermediate, 2 high, and 9 evening schools for white pupils; 6 district, 2 intermediate, 1 high, and 2 evening schools for colored; and a city normal school—all accommodated in 53 buildings, containing 647 rooms, with 36,881 sittings for study, valued, with sites, &c., at \$2,000,000. There were 41 graduates in the Hughes High School, 54 in the Woodward, 11 in the Gaines (colored), and 37 in the evening high school; also 37 in the English and 16 in the German department of the normal school. Special teachers are employed for music, drawing, and penmanship. German is taught in 28 district, 12 intermediate, and the high and normal schools, about one-half the pupils enrolled receiving instruction in that language. The teachers' normal institute, with English and German departments, held its sixteenth annual session September, 1881. The principals' and first German assistants' associations held monthly meetings during the year, in which questions as to courses of study and methods of instruction were considered. The custom of celebrating authors' days by reading essays on their lives and works and by the recitation of selections from their writings has continued and grown. On the 26th of April, 1881 (the birthday of Uhland and Alice Carey), 26,000 pupils of all grades took part in the exercises, and on December 3 a suitable celebration in honor of Oliver Wendell Holmes was held. In order to give special instruction in the early history of the State and county, the anniversary of the settlement of Ohio, April 7, was observed as "pioneer day" by the high and normal schools with appropriate essays, declamations, and readings. The city school for deaf-mutes enrolled 40 pupils and had an average attendance of 34. The University of Cincinnati offers free instruction to bona fide residents of the city of either sex, and reports five courses of study, leading to degrees, and a normal course. A department of metallurgy and assaying was added during the year. There was an attendance of 453 in 1881, of which number 334 were in the school of design. Private schools had 25 buildings, containing 285 rooms, with 17,000 sittings for study, and an enrolment of 16,435, with an average attendance of 14,953, and 355 teachers.—(City report and return, 1881.)

Cleveland expended \$76,126 for the erection and furnishing of school buildings within the year, and reported 42 school-houses, containing 461 rooms, with 22,498 sittings for study. The schools were classed as primary, grammar, and high, with a 4 years' course in each, the high school offering Latin-English, classical, German-English, and English courses. The last had been made more thorough in English language and literature and in mathematics. There was also, beyond the high school, a city normal, with 4 instructors, 51 students, and 29 graduates in 1881, 25 of which number engaged in teaching; while besides the ordinary schools was an unclassified school, to which refractory pupils might be sent from the graded schools. Special teachers of music, drawing, elocution, book-keeping, penmanship, and German were employed; all pupils received instruction in music and drawing, while 8,240 were studying German. Schools were taught 195 days. An estimated enrolment of 9,865 was given for private schools.—(State and city reports and city return.)

Columbus had 26 school buildings, with 169 school and 15 recitation rooms, and 7,570 sittings for study, all valued at \$718,384. It reported 1 high, 52 grammar, and 82 primary schools taught 195 days by 155 regular and 2 special teachers. The per cent. of attendance on average enrolment was 97 in the high and 95 in primary schools. The classical course in the high school is specially commended, and is said to secure more rapid advancement than the college class of Cincinnati schools. A class of 76 graduated in 1881. German was taught in some of the schools to 2,185 pupils; the number of children from American families attending German-English schools is annually increasing. A Saturday normal school, for teachers desirous of further preparation for their work and members of the senior and junior classes of the high school intending to become teachers, reported an enrolment of 109; while 2,107 are said to have been in private schools.—(City report and return.)

Dayton rated its school property at \$360,000, which included 14 buildings with sites, &c., containing 146 rooms, with 6,340 sittings for study. It classed its schools as district (with primary and grammar grades), intermediate, and high, and reported a 7 years' course in the district schools, 1 in the intermediate, and 4 in the high school. Four night schools were maintained: one for instruction in free hand drawing, with 290 students of both sexes; one for industrial drawing, with 113 male students; and 2 for common branches, with 131 male students. The attendance in the drawing schools showed a marked increase over that of 1880 and continued good to the close of the term. A special class in free hand drawing for mechanics, lasting six weeks of the session, enrolled over 100 students. A number of young men who have been members of the industrial drawing class have obtained excellent positions on account of the skill acquired in drawing. A city normal school, with a course of one year, had 21 students, all girls, with 11 graduates, 7 of whom engaged in teaching. Estimated enrolment in private and church schools, 1,802.—(City report and return, 1881.)

Fremont reported 7 school-houses, with 14 school and 7 recitation rooms, containing

1,100 sittings for study, valued, with sites, &c., at \$54,000. The schools were taught 155 days by 19 teachers, with an average daily attendance of 38 to each teacher. Special instruction was given in music and German to 1,027 pupils in the former and 150 in the latter study. It was estimated that 450 were enrolled in private schools.—(State report and city return, 1881.)

Hamilton expended \$38,543 for the support and improvement of its schools and valued its school property (which included 5 buildings, with 35 rooms and 2,100 sittings) at \$125,000. The schools were classed as primary, grammar, and high, were taught 195 days, and had 36 teachers, with a special teacher of music. There were 769 studying German. There was an estimated enrolment in private schools of 1,000 pupils, with an average attendance of 800, under 8 teachers; these schools had 1,200 sittings.—(State report and city return, 1881.)

Ironton reported to the State commissioner an expenditure of \$16,887 for the support of its schools; 9 school buildings, containing 30 school rooms, exclusive of those used for recitation, valued, with grounds, &c., at \$45,000; 7 men and 23 women teaching; a session of 190 days; an enrolment of 1,746 in graded schools, with 67 per cent. in daily attendance; 59 in the high school, with 91 per cent. in attendance and 13 graduates; and 63 studying German.—(State report, 1881.)

Lima rated its school property (which included 2 school-houses, with 23 rooms, exclusive of those used for recitation only) at \$75,000, and expended \$15,658 for school purposes during the year. The schools were taught 190 days by 2 men and 24 women, with an enrolment of 1,389 in lower grades, of whom 71 per cent. were in daily attendance, and 115 in high schools, with 78 per cent. in attendance. There were 31 studying German, 88 Latin, 950 music, and 1,389 drawing.—(State report, 1881.)

Mansfield had a school session of 180 days, an enrolment of 1,892 in primary grades, with a daily attendance of 76 per cent., and 112 in the high school, with 81 per cent. in attendance. It employed 2 men and 36 women as teachers. There were 2,004 studying music and 1,892 drawing. School property, including 6 school buildings, with 33 school rooms, was rated at \$150,000.—(State report, 1881.)

Newark classed its schools as primary, grammar, and high, with one colored and an orphan home school, and had an enrolment of 1,217 in primary, 456 in grammar, 106 in high, 44 in a colored school, and 30 in an orphans' home school. The schools were taught 183 days by 40 teachers, and occupied 6 buildings, containing 37 school and 6 recitation rooms, with 1,950 sittings, valued, with grounds, &c., at \$95,350. Special instruction was given in drawing and writing. There were 4 private schools, with 300 pupils.—(Return, 1881.)

Portsmouth reported 6 school buildings, with 43 rooms and 2,200 sittings, valued, with sites, furniture, and apparatus, at \$182,000. The schools were taught 190 days by 43 teachers, and had an enrolment of 2,100 in the lower grades, with a daily attendance of 76 per cent.; while in the high school were 115, with 89 per cent. in attendance and 18 graduates. There were 250 receiving instruction in German and 1,400 in drawing.—(State report and city return, 1881.)

Sandusky reported 6,290 children of school age, with an enrolment of 2,519 in public and 880 in private schools, or about 54 per cent. in all, while the percentage of daily attendance on enrolment was 74 in public and 64 in private schools. Public school property (which included 10 school buildings, containing 51 rooms, with 2,770 sittings) was valued at \$170,000. The schools were taught 195 days by 49 teachers and were classed as primary, grammar, and high, the last having 146 pupils and graduating 17. German was taught by special teachers to 911 scholars. Private schools had 4 buildings, 17 rooms, 780 sittings for study, 15 teachers, and 880 pupils enrolled, with 580 in daily attendance.—(State report and city return, 1881.)

Springfield, comparing the statistics for 1881 with those for 1880, reported an increase of 613 in enumeration and of 175 in enrolment; the total enrolment was 49.3 per cent. of the enumeration, a loss of 2.3 per cent.; the average attendance was 74.9 per cent. of the number enrolled, a loss of 1.8 per cent. The entire number in all the schools present and punctual at every session during the year was 144, which is 180 less than the number for the previous year. Of the \$68,739 expended for school purposes, \$19,862 were used for the erection and furnishing of school buildings; and the city had, at the close of the year, 11 school-houses, with 59 school and 3 recitation rooms, affording 3,186 sittings. The schools were taught 193 days by 61 regular and 4 special teachers. All pupils enrolled received instruction in drawing and vocal music; in both, creditable progress was reported, especially in original designing by the higher primary and grammar grades and in the high school. German was taught in 3 of the schools to 449 pupils with gratifying results.—(City report and return, 1881.)

Steubenville reported an increase of 5 in general and of 74 in average enrolment, while 58 more were in average daily attendance. It had 6 school buildings, with 35 school and 7 recitation rooms, which, with grounds, &c., were valued at \$127,000. The schools

were classed as primary, grammar, and high, with a 4 years' course in each of the first two and a 3 years' course in the high. There were also night and colored schools. In all there were 43 teachers, with a special teacher of penmanship. The schools were taught 195 days; 109 pupils studied German. An enrolment of 450, with average attendance of 400, was given for private schools.— (City and State reports and city return.)

Tiffin valued its school property, including 5 buildings with 30 rooms, at \$40,000. The school rooms afforded 1,456 sittings, more than sufficient for the enrolment of 1,281 and average attendance of 964. The schools were graded and reported 104 in the high school, with 10 graduates; a session of 192 days; special teacher for music; 245 studying German, 1,282 music, and 716 drawing. An estimated enrolment of 600 was given in private schools.— (State report and city return, 1881.)

Toledo, with a school population of 17,579, enrolled 7,677 in public and 2,000 in private schools and reported 23 public school-houses, which contained 118 school and 15 recitation rooms, with 7,000 sittings, and were valued at \$596,000. An average of 5,001 pupils were taught 195 days by 130 teachers. There were 1,257 studying German. The schools were graded, and the high school enrolled 222, with daily attendance of 173 and 43 graduates.— (State report and city return, 1881.)

Youngstown reported to the State commissioner 7 school-houses with 38 rooms, valued with grounds, &c., at \$195,000; an expenditure of \$33,464 for school purposes; a session of 190 days; an enrolment of 2,482, with an average attendance of 1,747 in the lower schools, and of 86, with 74 in attendance and 11 graduates, in the high school. There were 70 studying Latin, 92 German, and 2,500 music.— (State report, 1881.)

Zanesville classed its schools as primary and secondary, each with a 3 years' course, senior with 2 years', and high with 3 years' English and 4 years' English-Latin course; also colored schools and a normal school. The daily attendance in all was 72 per cent. on total enrolment and 92 on the average number belonging. The schools were in session 197 days, and school property, including 17 school-houses, with 76 rooms, was valued at \$200,000. Special teachers of music and writing were employed. There were 3,000 studying drawing and 208 German. Private schools reported 15 school rooms and 500 pupils.— (City report and return.)

TRAINING OF TEACHERS.

PUBLIC NORMAL SCHOOLS.

Although the State makes no provision for the education of teachers, there are normal schools, with model schools attached, connected with the public school system in the cities of Cincinnati, Cleveland, and Dayton, and Saturday normal classes in Columbus and Toledo. The Cincinnati school was established in 1868 and a German department added in 1871. The standard of admission was higher for 1881 than for any previous year, with an enrolment of 56, of whom 53 graduated. Of the 56, all but 20 were graduates of the city high schools. The standard has been raised and the course is now strictly professional, extending through 1 year. Practice in the training schools (in which there are 6 classes), under the supervision of 3 critic teachers, is required. The Cleveland school, established in 1874, had 4 instructors, 51 students, and 29 graduates, of which number 25 have since engaged in teaching. The requirement for admission is a diploma from the Cleveland high school or some academic institution of equal grade. In the latter case, an examination in high school branches is exacted. The Dayton school, established in 1869, had a department of theory and one of observation and practice, with one year as the minimum time for completion of the course; for 1881 it reported 4 instructors, 15 students, and 8 graduates, 7 of whom engaged in teaching. The Columbus Saturday normal (open to members of the senior and junior classes of the high school who contemplate teaching, and to teachers engaged in teaching who desire further study and instruction) enrolled 109 and had a session of 28 days.

PRIVATE NORMAL SCHOOLS.

The private normal schools reporting as such to this Bureau for 1881 are: (1) *North-western Ohio Normal School*, Ada, which, in teachers' courses of 2 and 3 years, had 1,100 pupils classed as normal, besides 301 others, under 26 instructors, and graduated 17; (2) *Ashland College Normal and Training School*, Ashland, which had a 4 years' course, with 8 instructors and 67 normal students; (3) *Ohio Central Normal and Kindergarten Training School*, which, organized at Worthington in 1872 and removed to Fayette in 1881, had English and classical normal courses of 2 and 3 years, a class for training Kindergartners, and a normal institute at the close of the spring term; (4) *Geneva Normal School*, Geneva, which had 52 students in a 4 years' teachers' course and 59 in other departments, under 7 instructors; (5) *National Normal University*, Lebanon, which had a 2½ years' teachers' course and a summer normal institute of 8 weeks, and reported 1,752 pupils classed as normal, with 30 others, under 25 instructors, graduating 79; (6) *Mansfield Normal College*, Mansfield (organized 1878), which had also a summer institute and a teachers' course of 3 years, in which were enrolled about 375 pupils, under 6 instructors; (7) *Western Re-*

serve *Normal School*, Milan, which, in a 3 years' normal course, had 30 students, besides 44 in other departments, under 3 instructors; and (8) the *Normal Department of Mount Union College*, Mount Union, which reported 110 normal students, under 7 instructors.

Millersburg Normal School, Millersburg, formerly reporting, was closed June 9, 1881.

In addition to those above mentioned, normal departments or teachers' courses exist in connection with Buchtel, Hiram, Franklin, Muskingum, Rio Grande, Scio, Xenia, and Antioch Colleges, and Baldwin, Ohio Wesleyan, and Wilberforce Universities and the University of Cincinnati; also, in the following academies: Grand River Institute, Academy of Central College, Geauga Seminary, Fostoria Academy, Hopedale Normal School, Atwood Institute, Marlborough Union School, Pleasantville Collegiate Institute, Northern Ohio Collegiate Institute, Western Reserve Seminary, and Dague's Collegiate Institute. — (Catalogues and returns.)

For statistics of normal schools reporting, see Table III of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

Fees of 50 cents from each applicant for examination go to make up a teachers' institute fund. The law permits the holding of institutes, of at least 4 days in length, in any county where 30 regular teachers declare in writing their intention to attend. An association of teachers of several adjacent counties may be held for the purpose of providing professional instruction for the teachers of such counties.

There were 85 institutes held during the year, 2 less than in 1880, at a cost of \$18,968, with an aggregate attendance of 10,672 persons. All but one had more than 50 in attendance, while 20 had from 150 to 239. Thirty-two were continued two weeks or more; the remainder, one week.

EDUCATIONAL JOURNALS.

The Ohio Educational Monthly, Salem, the organ of the State Teachers' Association, and the Teachers' Guide, Mallet Creek, also a monthly, continued in 1881 to furnish valuable information as to methods of instruction and government and also as to the progress of educational matters in the State and elsewhere, the former being then in its twenty-second volume, the latter in its seventh.

The Mutes' Chronicle, published weekly at the State institution for deaf-mutes, Columbus, entered upon its thirteenth volume in 1881, and in September of that year changed its title to *Vis-à-Vis*.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State commissioner, in comparing high school statistics for 1881 with those for 1880, reported 575 rooms in use, an increase of 8; 514 men and 260 women teaching, a total increase of 76; and an enrolment of 28,362, with a daily attendance of 20,078, in city, village, and special district high schools, a decrease of 495 enrolled and of 143 in attendance; while in township district high schools, with 1,577 enrolled and 877 in attendance, there was an increase of 323 in enrolment and of 80 in attendance. There were 6,821 studying Latin, 490 Greek, and 347 French, a decrease of 319 in Latin and of 71 in French, but an increase of 32 in Greek. — (State report, 1881.)

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, Columbus, open alike to both sexes, has a preparatory course of 2 years, corresponding with that of the better grade of high schools, for those who enter directly from the common or district schools, a regular classical course of 4 years, and scientific courses of 3 and 4 years, besides special courses. Graduates of high schools of the State with efficient courses of study are admitted to the freshman class of any course for which their previous study has fitted them. The whole number enrolled in 1880-'81 was 365, while there were 280 in actual attendance in November, 1881. — (Catalogue, 1881.)

The *School of Design of the University of Cincinnati*, organized and opened in 1869 with a class of 30 pupils, has steadily increased, until in 1880-'81 it became substantially a college of art. It offers a thoroughly graded course of instruction and confers upon

students the diploma of the university. The school reported 7 instructors in 1881.

The *Ohio University*, Athens, organized in 1809, is the oldest literary institution west of the Ohio River. Its existence was provided for as early as 1787 in a law made from the United States by the Ohio Company of Associates, where the lands were set apart for the purpose of a university and placed under the jurisdiction of the legislature. Its trustees are appointed by State authority (the governor being a member of the board) and are required to make an annual report to the legislature. One student from each county in the State is admitted free of tuition. The State appropriated \$20,000 for the improvement of the buildings in 1881. The annual income was increased by about \$3,000 a year.

From 39 colleges, including the three before mentioned, reports in 1881 came in for 1881 or for the immediately preceding years. All, except the University of Cincinnati, offered preparatory courses of 2 to 4 years; all had the custom of a collegiate course of 4 years; regular scientific courses were offered in 32,¹ not covering four years; while in 8 institutions² there were philosophical courses of length. Twelve had commercial courses, and 18 (previously mentioned under the heading of Teachers) presented arrangements for normal instruction; St. Xavier, and Oberlin Colleges, with the University of Cincinnati, offered literary courses of 4 years. At Ohio Wesleyan University there was a like course for ladies only. To be mentioned under Professional Instruction, had provisions for instruction in geology, law, and medicine. The University of Cincinnati offered graduate courses of degrees of A. M., M. S., and Ph. D. Special, elective, English, German, and French courses were also offered by different colleges, while most gave instruction in languages, music, drawing, and painting.

For the statistics of the institutions reporting, see Table IX of the appendix, and a summary of statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN

Thirty of the 39 colleges for young men admit young women also to their institutions for full literary training, besides which 13 schools especially designed for the instruction of young women offer collegiate training, in 5 cases with degrees. All have regular courses of 4 years; 4 begin with the Kindergarten system; 3 have normal classes or offer several other special courses and graduate studies, while all give instruction in drawing, painting, and modern languages.

For statistics, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Ohio State University*, Columbus, offers 4 distinct courses of scientific instruction in agriculture and in civil, mining, and mechanical engineering. That in agriculture extends over 4 years, the others 3 years each. A department of horticulture was established and opened to students at the spring term of 1881. The "lectures to farmers," given in January, 1881, by the professors of the university, were attended by 164 farmers.—(Catalogue, 1881.)

Scientific courses, in most cases of 4 years, are found in 30 of the colleges. The University of Cincinnati offers also a 4 years' course in civil engineering.

A department of science and arts was organized in connection with the *Institute of Cincinnati* in January, 1881. Sections of chemistry, mechanics, and engineering have already been formed for special work, and similar sections of electrical architecture are being organized. Monthly meetings, a course of lectures, and a published under direction of the department are the means of instruction used by the Department of Science and Arts of the Mechanics' Institute.)

The *Case School of Applied Science*, Cleveland, intending to give thorough professional training in the principles of natural and physical science with reference to the arts, was incorporated in 1880 and opened with a preparatory course of 2 weeks in the spring of 1881. The course of study will extend through 4 years, the first 2 preparatory, the last 2 professional or technical. Under arrangements made it was to form the scientific department of Western Reserve University, which was established in Cleveland in 1882, with Adelbert College for its classical department. The building for the last had been promised by Mr. Amasa Stone, of Cleveland, in memory of a deceased son.

¹ The exceptions here were Hebrew Union, St. Joseph's, and St. Xavier Colleges, Kenyon College, Gambier; Richmond College, Richmond, and Antioch College, Yellow Springs.

² Ashland, Buchtel, Farmers', Marietta, Mt. Union, and Wilmington Colleges, and State and Denison Universities.

PROFESSIONAL.

Courses in *theology*, covering 3 years and meant to follow collegiate training, existed in 1881 at German Wallace College, Berea (Methodist Episcopal); Lane Theological Seminary, Cincinnati, and the theological department of Oberlin College, Oberlin (both Presbyterian); Theological Seminary of Evangelical Lutheran Synod, Columbus; Union Biblical Seminary, Dayton (United Brethren); Theological Seminary, Kenyon College, Gambier (Protestant Episcopal); Heidelberg Theological Seminary, Tiffin (Reformed Church); and 'in like schools of Urbana University, Urbana (New Church), and of the United Presbyterians at Xenia. Courses occupying 1 year at Geneva College, West Geneva (Reformed Presbyterian), and 2 years at Wittenberg College, Springfield (Evangelical Lutheran), were noted in the last reports from these schools; at the Seminary of St. Charles Borromeo, Carthage, and at that of St. Mary, Cleveland (both Roman Catholic), there were courses nominally of 9 and 5 years, but some academic studies were included. At Wilberforce University, for colored students, the course was of 4 years, partly literary, and at Ohio Wesleyan University, Delaware (Methodist Episcopal), as well as at Hiram College, Hiram (Disciples), studies in theology accompanied the college course.

For statistics of theological schools and departments reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

For instruction in *law* the law school of the Cincinnati College, organized in 1833, has a 2 years' course of study. Candidates for admission to the junior class must give satisfactory evidence of a good English education.

Wilberforce University provides a law department, but makes no report of students in it.

Statistics for Cincinnati College Law School may be found in Table XII of the appendix.

The "regular" medical schools reporting for 1880-'81 were the Cincinnati College of Medicine and Surgery, the Medical College of Ohio, and the Miami Medical College, all in Cincinnati; the medical department of Western Reserve University, Cleveland (formed by a union of the Cleveland Medical College and the medical department of Wooster University); Columbus Medical College, Columbus; and Starling Medical College, Columbus. All had the customary 3 years' course of study under a physician, including 2 regular lecture courses of 20 weeks each year in those at Cincinnati and of 24 weeks in the others, the last of which courses must be in the college conferring the degree. The 3 at Cincinnati and the Starling Medical College, Columbus, offered courses of 3 years, and this last was to require such a course after 1882. The school at Western Reserve University, Cleveland, admits women.

The Eclectic Medical Institute, Cincinnati, the Pulte Medical College, Cincinnati (homœopathic), and the Homœopathic Hospital College, Cleveland, open alike to both sexes, require 3 years of study, including attendance on 2 lecture courses of 20 weeks yearly in the first named, 23 weeks in the second, and 22 in the third. All offer 3 years' optional graded courses. The homœopathic schools require a good English education for admission.

The *Ohio College of Dental Surgery*, Cincinnati, and the *Cincinnati College of Pharmacy* have 2 years' courses, in the former of 4 months each year, in the latter of 5 months. The latter requires 4 years of practice with a qualified pharmacist.

For statistics of medical schools reporting, see Table XIII of the appendix, and summary of it in report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus (established 1829), receives pupils from 8 to 21, and reported 512 under instruction for 1881, with a daily average of 426 in attendance and 18 graduates, every one of whom at leaving was able to earn a livelihood. The whole number admitted from the beginning was 1,886. Instruction is given in the common and higher English branches, the school being graded as primary, grammar, and academic; articulation is also taught. The shops were crowded with boys and men; the trades taught are shoemaking, printing, bookbinding, and carpentry.

The *Cincinnati Day School for Deaf-Mutes*, under control of the city board of education, reported an enrolment of 40, with 34 in average attendance.

The *Ohio Institution for the Education of the Blind*, Columbus, reported for 1881 a total enrolment of 243, of which number 49 were new pupils. The daily average was 171; whole number from the beginning, 1,138. Instruction was given in the common and higher English branches, and in music, sewing and knitting by hand and machine; head

work, cane seating, and broom making were so taught as to enable almost all to support themselves by work after leaving the institution.

EDUCATION OF THE FEEBLE-MINDED.

The *Ohio Institution for the Education of Idiotic and Imbecile Youth*, Columbus, admits children from 6 to 15 and instructs them in the common English branches. There were 613 inmates in 1880. No report has reached this Bureau for 1881, the central part of its main building having been burned November 19, 1881.

INDUSTRIAL AND REFORMATORY TRAINING.

The *Industrial School and Home*, Cleveland, maintained by the Children's Aid Society of that city, in 1881 moved into a commodious building donated by Mr. Amasa Stone, and reported 242 children cared for and trained that year, 111 placed in permanent homes, 77 returned to relatives, and 53 remaining at the close of the year.

The *Toledo Industrial School* enrolled 84 in its day school and 177 in its Saturday sewing school.

The *Girl's Industrial Home*, Delaware, reported 318 inmates for 1881; of whom 69 were committed during the year. The common English branches, housework, and dress-making are taught.

The *Cincinnati House of Refuge* had 266 inmates in 1881, with a daily average of 251; the *House of Refuge and Correction*, Cleveland (for both sexes), had 164, with a daily average of 123; the *State Reform School for Boys*, Lancaster, 734, with a daily average of 557; the *House of Refuge and Correction*, Toledo (for boys only), 239, with a daily average of 170. All, it is believed, aim to instruct their inmates as far as possible in school studies and productive industries, as well as in morals.

HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Seventeen homes of this kind, under city, church, or private care, report for 1881 a total of 2,445 inmates, under 215 instructors or other employes. Eleven others, under county control, are reported by the State board of charities to have had 1,297 in the same year, with an average of 773, under 47 officers and teachers. One more, the *Soldiers' and Sailors' Orphans' Home*, Xenia, under State care, is said by the same board to have had 715 on its roll within the year, and an average of 607, under 38 officers and teachers. Total of inmates for all 3 classes, 4,457, under 300 instructors and assistants. In most cases these children are taught common English studies, as far as may be practicable, and such industries as will fit them for self support.

For further information, see Table XXII of the appendix to this volume, and a corresponding table in the report of the Commissioner preceding.

EDUCATION IN ART.

Instruction in art in its various forms is given at Cincinnati in the School of Design of the University of Cincinnati, in connection with the Women's Art Museum Association, and in the School of Design of the Ohio Mechanics' Institute; at Columbus, in the Columbus Art School. The School of Design of the University of Cincinnati, free to all bona fide residents of that city, offers a thorough graded course of instruction in all its departments, and reports a faculty of 7 members, with about 300 pupils. The students in wood carving, as far as reported, are all girls. A private wood carving school opened by a lady is said to have been successful, and a Pottery Club, consisting entirely of women, was well attended. The Art Museum, to be located at Eden Park, a suburb of Cincinnati, for the foundation of which Mr. C. W. West offered \$150,000 provided the city would raise a like amount, has received from that gentleman \$150,000 for its endowment. The Columbus Art School, opened October, 1880, is said to be the only art school in Ohio, except the School of Design in Cincinnati, and to have as full a course of study as any art school in the West.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Ohio State Teachers' Association held its thirty-second annual meeting at Put-in-Bay June 28-31, 1881. In the superintendents' section the opening address was delivered by Superintendent W. J. White, of Springfield. Papers on "School examinations" and on "Clerical work of teachers" were read by Superintendent H. N. Mertz and Hon. T. W. Harvey, and discussed by Hon. D. F. De Wolf and W. D. Henkle. In his inaugural address on the "Future of our public schools" before the general association, Prof. John Ogden stated that the greatest want in the Ohio school system was an administrative head, such as a State board of education, and normal schools for the training of teachers, especially for the rural schools, where skilled workers are most needed. Papers

on "Mental science for public school teachers," "The spirit of the teacher," "State assistance," and "English literature for the schoolmaster" were read and discussed. The annual address was delivered by Rev. J. E. Twitchell, on the "Science of religion and the religion of science." After passing appropriate resolutions and electing officers for the ensuing year, the convention adjourned.—(Ohio Educational Monthly, September, 1881.)

OTHER TEACHERS' ASSOCIATIONS.

These several associations were held as follows: Central Ohio, at Dayton, with 500 teachers in attendance; Southwestern, at Hamilton; Northwestern, at Fostoria; Northeastern, with quarterly meetings, at Cleveland and elsewhere; Southeastern, at Logan; Eastern, at Bellaire; Tri-State, at Toledo; and the State Association of Colored Teachers, at Springfield. The music teachers of the State have organized an association, which was to hold its first meeting in March, 1882.

OHIO COLLEGE ASSOCIATION.

No notice of the meeting of this influential and learned body of presidents and professors for 1881 has reached the Bureau.

OBITUARY RECORD.

HON. WILLIAM DOWNS HENKLE.

The educational interests, not merely of Ohio, but of the whole United States suffered a serious loss when this good man, ripe scholar, able teacher, effective school officer, and useful writer died, November 22, 1881, at Salem, Ohio, aged 53. His father, a Methodist minister, had died at Louisville, Ky., when this son was barely 6 years old, and had left to wife and children an inheritance of poverty. Young Henkle had consequently to hew his own way through life, and he did it well. Returning to his native State after his father's death, first to Urbana and then to Springfield, he attended school for four or five years, and afterward struck out for himself. By shovelling sand and driving teams he was able to buy some books, and, with the aid of a young student, mastered the elements of grammar, arithmetic, and natural philosophy. He then came under the tuition of a Springfield teacher, who was subsequently chief justice of the State, and studied successfully with him Latin and the elements of algebra. At 16 he was graduated from the high school, delivering a Latin salutatory. While teaching school for three years he pursued at Wittenberg College and under a private teacher the study of French, German, Greek, and higher mathematics. Returning with his mother to Urbana, after teaching for another year, at 20 years of age he became principal of the academy in 1848. Thenceforward he grew to be more and more a power for good, securing the organization at Urbana and Mechanicsburg of union school systems, of which he was made successively the head; then taking charge for three years of the classical department of a school at Greenmount, Ind., where he published two valuable works on algebra, and whence he was called to superintend the city schools of Richmond, Ind. The law under which this office had been created being pronounced unconstitutional, he went in 1856 to Indianapolis to be teacher of the high school and an editor of the *Indiana School Journal*, then just established. He held these positions till August, 1859, when he returned to Ohio as professor of mathematics in the Southwestern Normal School at Lebanon, which he helped to make one of the most popular and successful of its kind. In 1862 he received the Republican nomination for State commissioner of common schools, but failed of election, and for two years was superintendent of the schools of Lebanon, and then for five years of those of Salem. He filled these positions with such marked success that on the resignation of the State school commissionership by Hon. John A. Norris he was selected by Governor Hayes to fill for nearly two years the unexpired term, 1869 to 1871. Returning then to Salem, he was made for four years more superintendent of the schools there, and in 1875 became proprietor and editor of the *Ohio Educational Monthly*, which, with another paper, *Notes and Queries*, he filled till his death with the evidences of his sound judgment, large erudition, practical good sense, and educational enthusiasm.

CHIEF STATE SCHOOL OFFICER.

Hon. D. F. DE WOLF, *State commissioner of common schools, Columbus.*

[Term, January, 1881, to January, 1884.]

OREGON.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	D
POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age a -----	59,615	61,641	2,026	---
Enrolled in public schools -----	37,533	34,498	---	---
Average daily attendance -----	27,435	25,196	---	---
Attending graded schools -----	7,824	8,918	1,094	---
Attending private schools -----	4,211	4,823	612	---
Number reported not in school -----	17,721	21,655	3,934	---
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts -----	1,007	1,037	30	---
Districts reporting -----	960	988	28	---
Number of graded schools -----	45	52	7	---
Average school term in days -----	89.6	86	---	---
Number of private schools -----	142	186	44	---
Value of public school property -----	\$567,863	\$657,469	\$89,606	---
TEACHERS AND THEIR PAY.				
Men teaching -----	635	591	---	---
Women teaching -----	679	748	69	---
Whole number of teachers -----	1,314	1,339	25	---
Teachers with first grade certificates -----	679	691	12	---
Teachers with second grade certificates -----	635	648	13	---
Average monthly pay of men -----	\$44 19	\$42 26	---	---
Average monthly pay of women -----	33 38	31 72	---	---
RECEIPTS AND EXPENDITURE.				
Whole receipts for public schools -----	\$303,162	\$323,301	\$20,139	---
Whole expenditure for public schools -----	307,031	318,331	11,300	---
STATE SCHOOL FUND.				
Permanent school fund -----	---	\$625,000	---	---
Available fund -----	---	610,000	---	---

a The basis for appropriation of public money; the age for admission into public school.

(From report of Hon. L. J. Powell, State superintendent of public instruction two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people every 4 years; a State board of education, composed of the governor, secretary of state, and superintendent of public instruction, have general supervision of public school affairs. Local officers are county superintendents of common schools, elected by the people for two years, and district boards of 3 directors and a clerk, elected at district meetings for 3 years, one going out each year, and the clerk elected for one year.

OTHER FEATURES OF THE SYSTEM.

Public school moneys are derived from an irreducible State school fund, a county tax of 4 mills on \$1 (raised from 3 mills in 1882), and a district tax on real and personal property, the latter levied only when a majority of the legal voters of a district so decide. By a new law, districts may also levy rate bills. The interest from the school fund is divided among the counties in proportion to the children 4 to 20 years old, but the age for admission to public school is 6 to 21. Districts are not entitled to their proportion of this fund unless schools shall have been taught therein for at least three months in each year and a report has been made to the county superintendents by the first Monday in March. County superintendents must make a general report to the State superintendent of public instruction by the first Monday in April of each year, and a finance report to the county court the 30th of June. Any county superintendent failing to perform the various duties required of him becomes liable to a fine of \$100, and for failing to report annually to the State superintendent forfeits his office. The State superintendent reports to the legislature biennially. It is the duty of county superintendents to examine teachers and give them certificates of 2 grades, the higher good for 2 years, the lower for 6 months. Life and State diplomas, the latter good for 6 years, are given on examination by the State board of education, which may also issue certificates of first and second grades. If teachers suffer injustice at the hands of the county superintendent they may appeal to the State superintendent, who is authorized to grant them certificates of the same force as those issued by county superintendents. High schools must be supported in all districts containing 1,000 persons 4 to 20 years of age. One or more schools may be taught in the German language in districts having 10,000 or more inhabitants; and by a new law, whenever a city or incorporated town has that number, all school districts or parts of districts within its limits must constitute one school district, its boundaries being the same as those of the town or city. Since 1870 at least (not, as stated in the report for 1880, since 1878), widows with children to educate and liable to taxation for school purposes have had the right to vote at the meetings of the school districts in which they reside. A rule of the State board permits teachers in the public schools to dismiss pupils under 8 years of age after a 4 hours' session or shorten their confinement to 3½ hours by recess.

GENERAL CONDITION.

With an increase of 2,026 in the number of youth 4 to 20 years of age there were 3,035 fewer children 6 to 21 enrolled in public schools in 1880-'81 and 2,239 fewer in average daily attendance. The average school term was shorter by 3.6 days and the average monthly pay of teachers less by \$1.93 for men and \$1.66 for women. There were, however, more pupils by 1,094 in graded schools, and 612 more were attending private schools. Thirty more school districts were organized and 28 more sent reports. Seven more public graded schools were taught and 44 more private schools. The number of teachers employed was increased by 25, the number holding first grade certificates by 12. Public school property was valued at \$89,606 more than in 1879-'80; receipts for public school purposes were increased by \$20,139 and expenditure by \$11,300.

State Superintendent Powell thinks the above shows a fair degree of progress, notwithstanding the decrease reported in enrolment and average attendance. The chief exception noted by him to the general satisfactory condition is the falling off in the average length of the school term. This is kept low by the short terms in country districts, many of which were only of 3 months and would probably have been even less had they not been required to be kept up to that point in order to draw public money.¹ The superintendent favors an amendment to the law requiring the levy of a State school tax of 2 mills on the dollar; he also recommends that the minimum school term which shall entitle districts to receive their share of such money be made 6 months. Other needs noted are means for the professional training of teachers and for a more energetic and thorough supervision of the schools. It is recommended that, in the absence of a State normal school, provision be made for county normal institutes of from 2 to 4 weeks, and that all teachers be required to attend them. To secure better supervision, an increase is recommended in the pay of county superintendents. The position of superintendent, it is argued, should command a greater salary than that of the highest teacher, in order that it may be possible to place in it the best teachers and those who will give their whole time to the work.

KINDERGARTEN.

No note of any instruction of this class in the State during 1881 has reached the Bureau.

¹These short terms kept down expenditures so much that the per capita of cost on average enrolment was only \$8.98 and on average daily attendance only \$12.29.

CITY SCHOOL SYSTEM OF PORTLAND.

OFFICERS.

In Portland the officials having charge of public schools are a board of 3 directors, a clerk, and a city superintendent.

STATISTICS.

With a population of 17,577 in the city of Portland, school district No. 1 of Multnomah County, with limits not precisely like those of the city, reported 5,314 between 4 and 20 years of age, 2,972 pupils attending public schools and 2,172 in average daily attendance, an increase since the last report of 322 in the number enrolled and of 216 in average attendance. There were also about 600 in private and parochial schools. The per capita cost of education in public schools was \$23.63 on the average number belonging and \$24.85 based on that in average daily attendance; the whole expenditure for public schools, \$81,371.46, and the estimated value of school property, \$170,600. In the high school there were 201 pupils registered and 170 in average attendance under 6 teachers. A class of 21 was graduated in June, 1881. The printed report for the year closing June, 1881, shows an average attendance of 95 per cent. based on the average number belonging and a large decrease in tardiness, though no unusual effort had been made to secure the latter. There were twice as many cases of corporal punishment, but fewer suspensions than the year before. A change was made in the grading of teachers' salaries, giving preference to experience and fitness and recognizing the importance of good teaching in primary grades. The pay of teachers in the lowest grade was raised from \$625 to \$750 a year, and only teachers of experience and special talent are to be employed in that grade.—(Return and printed report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL COURSES.

Ashland College and Normal School, Ashland, first opened in 1879, had 61 normal pupils during 1880-'81 (29 men and 32 women), 4 instructors, and 3 graduates. The full course extended over 3 years of 36 weeks each.¹—(Return.)

At the University of Oregon, Eugene City, there was in the collegiate department a 3 years' normal course with English studies only, having 9 students in 1880-'81 and 10 entered for 1881-'82. Blue Mountain University, La Grande, and Willamette University, Salem, offered instruction for teachers in normal courses in their preparatory departments; the latter, in a well arranged 3 years' course. Santiam Academy, Lebanon; Wasco Independent Academy, The Dalles; and McMinnville College, McMinnville, also offered like instruction.

The normal department of Christian College, Monmouth, was suspended in 1880-'81

TEACHERS' INSTITUTES.

The law requires the superintendent to hold annually a teachers' institute in each judicial district, as well as one State teachers' institute.

Sixteen institutes were held during the year and were attended by 733 teachers, an increase over the previous year of 1 institute and 26 teachers. By a regulation of the State board of education teachers in public schools are required to attend the institutes held in their counties under authority of law; for unexcused failure to attend at least one session each year, they are liable either to be reduced in grade or to have their certificates revoked.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools in the State has not been reported by State authority since 1878, when there were 22. In the United States census report for 1880 the number given is 17. According to law, such schools must be sustained in all districts containing as many as 1,000 persons 4 to 20 years of age. The number of graded schools increased by 7 and of pupils in them by 1,094.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools reporting and preparatory departments of colleges, see Tables VI and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

¹ This and the Oregon Normal School, Monmouth, are to be recognized as State normal schools from October, 1882.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The University of Oregon, Eugene, organized in 1876, comprises collegiate and preparatory departments, the former with classical and scientific courses of 4 years and a normal one of 3 years. The scientific differs from the classical course in the substitution of scientific and modern language studies for Latin and Greek; the degree given on completion of each is A. B. Every county in the State is entitled to a scholarship in the collegiate department and an additional one for each member of the legislative assembly to which such county may be entitled. Candidates for scholarships must pass an examination in the fundamental English branches, including history of the United States. The sexes are admitted on equal terms, and out of 72 students in the undergraduate classes of the collegiate department in 1881, 25 were young women. The president of the board of regents says the attendance during 1880-'81 was generally good, and that the students were industrious and conducted themselves becomingly.

Of 8 other collegiate institutions in the State, 7 admit young women, 1—Willamette University, Salem—providing for them a separate Woman's College, with a lady dean, but instructing them in the same courses and classes as the young men. The only exception to this admission of women is at St. Michael's College, Portland, the literary status of which is as yet uncertain. Corvallis College, Corvallis; Pacific University, Forest Grove; Blue Mountain University, La Grande; McMinnville College, McMinnville; Christian College, Monmouth; Philomath College, Philomath, and Willamette University have arrangements for preparatory instruction, in some cases beginning with primary classes; all have the customary classical and scientific courses of 4 years each, except Pacific University, which makes its scientific course 3 years, and Corvallis College, which divides its studies into 7 separate schools, only one of which, that of mathematics, has a definite term of 4 years. Pacific University has a ladies' course of 3 years; Philomath College, one of 4 years; Christian, Philomath, and Willamette, business courses, the same three, with Blue Mountain University, offering instruction in music, drawing, and painting. For statistics of these institutions, see Table IX.

SUPERIOR INSTRUCTION OF WOMEN.

Besides the opportunities for collegiate instruction presented at the State University and the 7 other colleges above named, there is one institution approximating collegiate rank that is especially for young women, St. Helen's Hall, Portland, an academic seminary, under the care of the Protestant Episcopal bishop of Oregon and a corps of assistants. For statistics of this, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

General scientific instruction is given, as already noted, by most of the colleges and universities in courses usually extending over 4 years. Besides this, there is opportunity for the study of sciences pertaining to agriculture and engineering in the State Agricultural College, Corvallis, a department of Corvallis College, in its schools of agriculture and engineering. The latter has not yet been fully organized for want of funds; but the general principles of civil engineering are taught; also, drawing, descriptive geometry, and shades and shadows; while other studies belonging to the course are taught in the schools of mathematics and physics. The law provides for the free tuition of 60 young men over 16 years of age, who may be admitted into all departments of the college.

PROFESSIONAL.

Some *theological* instruction was formerly given in McMinnville College, but there is no mention of such a course in the catalogue for 1880-'81.

The *medical* department of Willamette University, Portland, is the only professional school reporting. The course of study required for graduation comprehends 3 years of work; it includes 2 terms of lectures and a year of preliminary study; there is also a 3 years' graded course. The faculty recommend students to attend 3 terms of lectures before presenting themselves for graduation and encourage them by the offer of free tuition during the last year. In the course prescribed, the lecture terms extend only over 20 weeks each, the minimum required by the American Medical Association. There were 32 students during the year, 30 at date of report, and 13 graduates. Women are admitted to this as to other departments of the university. An examination for admission is required of applicants who are not graduates of college, academy, or high school.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, founded in 1870, was made a State institution in 1880, and placed under the superintendence of a board of 9 directors, of whom 6 are appointed by the governor and 3 by the Salem Society to Promote the Education of Deaf-Mutes. There were 39 pupils under instruction during 1881 (7 of them semi-mutes), under 3 instructors, of whom 1 was a deaf-mute. No employments have yet been provided. The children are in school from 9 o'clock to 12 and from 1 to 3, the common English branches being taught. The manual method is the one used.

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed in 1879. No later information concerning it has reached this Office.

SCHOOL FOR INDIAN YOUTH.

A school for the education of Indian youth was opened in Forest Grove March 1, 1880, by the United States Government, Captain M. C. Wilkinson, U. S. A., in charge. The pupils are all instructed in English branches, the boys also in blacksmithing, shoemaking, carpentry, and gardening and other agricultural work, and the girls in sewing and housework. Up to September 14, 1881, there had been 75 pupils received, 29 girls and 46 boys, their ages ranging from 8 to 25 years. The Government, however, has decided not to receive any more who are over 16. All have made satisfactory progress and many have improved wonderfully. They learn easily, work hard and well when they have an incentive to labor, are of good disposition, affectionate, obedient, and are much more easily managed than an equal number of whites.

In the Report of the Commissioner of Indian Affairs for 1881 strong testimony from various sources is presented as to the success achieved alike in school studies, in industrial pursuits, and in general civilizing influences.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-first annual meeting of the State Teachers' Association was held at Salem, beginning August 21, 1881, State Superintendent L. J. Powell presiding. An address of welcome by the former State superintendent, Dr. L. L. Rowland, of Salem, commendatory of teachers' institutes and associations, was read in his absence by Miss Olivia Rowland, and Prof. O. P. Lee, of Eugene City, responded. Bishop J. F. Hurst, of the Methodist Episcopal Church, delivered an address on "Imagination," and D. C. H. Fowler, of New York, one on the need of thorough work in education. "Physical geography" was presented by Prof. W. N. Ferrin, of Pacific University, who urged the importance of teaching this branch in the public schools. Prof. C. W. Roby, of Portland, read a paper on "Education and the State," after which there was a general discussion of Professor Ferrin's paper. Superintendent Rigler, of Polk County, read a carefully prepared paper on the "Necessity for better teachers, and how to secure them," in which he argued in favor of State normal schools, teachers' institutes, educational journals, and better pay for teachers. A general discussion followed, in the course of which Superintendent Moses, of Linn County, spoke of the wisdom of increasing the pay of teachers. Superintendent J. T. Gregg, of Marion County, delivered an address on "Teachers' examinations," and Rt. Rev. B. Wistar Morris, one on the importance of careful early training. On Wednesday, Prof. M. Bailey, of the State University, discussed "Centripetal forces and gravitation;" Miss Christina MacConnell, of Portland, presented an excellent practical paper on "Science in school," and Professor Condon, of the State University, "The rights of evolution, or the sciences in the common schools," and Prof. Joseph Emory, of the State Agricultural College, the "Relation of common schools to colleges," showing the dependence of the lower and higher schools on each other. During the evening session an address was delivered by Rev. J. A. Gray, of Portland, and one by Prof. E. B. McElroy, State superintendent elect; a paper on "Reminiscences of a teacher" was read by Mrs. R. Newcomb, of Portland; recitations were given by Miss A. R. Luse and Miss Georgia Carpenter; and after a chorus by the Salem Glee Club the association adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

Term, September 1, 1878, to September 13, 1882; E. B. McElroy, superintendent elect, then succeeding.]

PENNSYLVANIA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) -----		a1, 422, 377		
Enrolled in public schools -----	937, 310	931, 749		5, 561
Attending private schools and academies. b	27, 552	26, 710		842
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts -----	2, 193	2, 208	15	
Districts with libraries b -----	166	130		36
Graded public schools -----	7, 037	7, 257	220	
Schools with Bible reading b -----	13, 277	13, 987	710	
Schools teaching drawing b -----	4, 223	4, 916	693	
Schools teaching vocal music b -----	4, 230	3, 999		231
Schools teaching higher branches b -----	2, 158	2, 240	82	
Separate schools for colored youth b -----	68	66		2
Average school term in days -----	146. 74	146. 96	. 22	
Number of private ungraded schools b -----	354	308		46
Private academies and seminaries b -----	185	205	20	
First class public school-houses b -----	2, 994	3, 369	375	
Number having suitable furniture b -----	6, 782	7, 385	603	
Number badly ventilated b -----	6, 154	5, 861		293
Number unfit for use b -----	1, 436	1, 238	198	
Value of public school property -----	\$25, 467, 097	\$26, 605, 321	\$1, 138, 224	
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	9, 732	9, 359		373
Women teaching in public schools -----	11, 643	11, 993	350	
Whole number of teachers -----	21, 375	21, 352		23
Number employed more than 5 years b -----	6, 514	7, 163	649	
Number employed less than 1 year b -----	1, 629	1, 644	15	
Graduates of State normal schools b -----	722	860	138	
Attended State normals b -----	2, 898	3, 056	158	
Average monthly pay of men -----	\$32 36	\$33 66	\$1 30	
Average monthly pay of women -----	28 42	29 03	61	
RECEIPTS AND EXPENDITURE.				
Income for public schools -----	\$8, 046, 116	\$8, 798, 724	\$752, 608	
Expenditure for public schools -----	7, 482, 577	7, 994, 705	512, 128	

a United States census of 1880.

b Not including Philadelphia.

(From State reports for 1879-'80 and 1880-'81 and returns from Hon. E. E. Higbee, State superintendent.)

STATE SCHOOL SYSTEM.

OFFICERS.

Public school affairs are in charge of a State superintendent of public instruction, who is appointed by the governor, with the consent of the senate, and holds office 4 years. He is assisted by two deputy superintendents and four clerks chosen by himself. Local school officers comprise district school directors elected by the people for three years, one going out each year, and county superintendents chosen for three years by the school directors. In cities or boroughs there are boards of directors, one for each ward, having charge of the financial interests of the schools, the purchase, repair, &c., of school-houses, and boards of control, which manage everything else; but wherever the boards of directors of all the wards in a city convey the school property to the board of controllers, the city or borough is to form a single school district under the board of control, and three members are to be chosen from each ward. In cities or boroughs with over 5,000 inhabitants, superintendents (under a law of 1881) may be appointed by the school directors for a term of 3 years. Women are eligible to all school offices.

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a State appropriation of \$1,000,000 annually and an annual district tax of at least 13 mills on \$1 of property; the tax must, in each county, equal its share of the State appropriation. Public schools must be taught from 5 to 10 months in each school year and be free to all resident youth 6 to 21. Teachers must have certificates of fitness to teach, and (under penalty of forfeiture of pay) must make monthly report to the board of directors. Boards of directors must report annually to their county superintendents, and the latter to the State superintendent, who makes annual report to the State legislature. Graded schools, normal schools, and teachers' institutes are a part of the system. Evening and half-time schools are authorized; also, schools for deaf-mutes, these last in any district having 20,000 inhabitants and 8 or more deaf children of school age. Distinctions of race and color in the public schools were abolished by a law that took effect July 4, 1881.

GENERAL CONDITION.

As may be seen from the preceding summary there were (with about a million and a half youth of school age) 931,749 enrolled in public schools, a decrease of more than 5,000 during the year. It is not possible from the official reports to give the number in daily average attendance. There were 15 more public school districts and 220 more graded schools, the average length of term being about the same. Public school property increased in value by more than a million of dollars. More women were engaged in teaching and fewer men, the average pay of both being slightly increased. The receipts for public school purposes increased by \$752,608 and expenditure by \$512,128.

Throughout the State, exclusive of Philadelphia, which makes no report on these points, the number of private ungraded schools decreased by 46, that of seminaries and academies increased by 20, while the attendance on both classes decreased. Drawing was taught in 693 more public schools, the higher branches in 82 more, and vocal music in 231 fewer. There were more first class public school-houses and more with suitable furniture; fewer were reported "badly ventilated," but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over 5 years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.

KINDERGÄRTEN.

For statistics of Kindergärten reporting, see Table V of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The school government of cities generally appears under the heading State School System preceding. Philadelphia and Pittsburgh, under special laws, have boards of education but do not include the ward boards. Any city of over 5,000 inhabitants may by vote of the directors elect a school superintendent, who must have had skill and experience in teaching.

STATISTICS.

Cities.	Population, census of 1880.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Allegheny a	78,682	9,916	8,291	207	\$223,888
Allentown a	18,063	2,758	2,307	56	62,236
Altoona	19,710	3,054	2,535	51	50,444
Bradford a	9,197	1,200	700	18	31,318
Carbondale	7,714	1,821	1,212	24	11,811
Chester	14,997	2,512	1,679	48	26,877
Columbia a	8,312	1,399	932	28	13,247
Danville a	8,346	1,667	1,053	28	13,076
Easton	11,924	2,291	1,688	52	40,443
Erie a	27,737	4,699	3,136	99	68,202
Harrisburg	30,763	5,667	3,824	109	93,825
Johnstown a	8,380	1,502	1,044	29	23,022
Lancaster a	25,769	3,441	2,674	68	79,960
Lebanon	8,778	1,500	1,200	30	18,881
McKeesport a	8,212	1,317	775	19	27,268
Meadville a	8,860	1,821	1,451	36	42,302
New Castle a	8,418	1,746	1,096	31	26,446
Norristown	13,063	2,218	1,599	44	39,875
Philadelphia	847,170	102,185	91,894	2,113	1,503,062
Pittsburgh	156,389	24,480	16,580	473	413,814
Pottsville a	13,253	2,678	1,900	48	32,720
Reading a	43,278	7,263	5,373	145	70,893
Scranton a	45,850	8,979	5,904	170	90,209
Shamokin a	8,184	1,927	1,062	27	14,860
Shenandoah	10,147	2,103	1,243	28	19,393
Titusville	9,046	1,482	1,142	34	54,926
Wilkes-Barre a	23,339	4,654	2,837	68	65,533
Williamsport	18,984	3,432	2,236	65	42,846
York	13,940	2,419	1,786	50	23,412

a Statistics from State report; where not indicated, from city return.

ADDITIONAL PARTICULARS.

In *Allegheny* there was an increase during the year 1880-'81 of 113 pupils enrolled and of 13 in average attendance. The 205 schools were graded as primary, grammar, and high, the high school department having just graduated its first class, numbering 19. The school year was one of steady and satisfactory progress. Drawing was a regular branch of the course of study. Some excitement was caused by the abolition of the school for colored children and the admission of such children into the schools for whites as provided for by law, but it soon died out and no further trouble is anticipated.—(City report.)

Allentown reports 676 fewer pupils enrolled in public schools and 103 fewer in average attendance.

Altoona reports an increased public school enrolment and average daily attendance; 3,010 sittings for study; public school property valued at \$101,620; a high school, with 90 pupils enrolled under 2 teachers; and 900 pupils attending private or parochial schools.—(Return and State report.)

In *Bradford* the schools were graded as primary, grammar, and high, the last having 50 pupils under 2 teachers. About 350 pupils attended private and parochial schools.—(State report and return.)

Carbondale, with a decrease of 48 in the public school enrolment, had 125 more in average attendance. The schools were graded as primary, grammar, and high; they were taught in 7 buildings affording 1,470 sittings for study and valued, with all other public school property, at \$27,200. There was also an attendance of about 200 in private and parochial schools.—(Return and State report.)

Chester reports a slight increase in enrolment, but a falling off in average attendance on public schools. The public schools (primary, secondary, grammar, and high) were taught in 9 buildings, affording 2,100 sittings for study and valued, with other school property, at \$110,000. About 200 pupils were attending private and parochial schools.—(Return and city report.)

Columbia, with 21 public schools and school property valued at \$26,100, reports a decrease of 79 in public school enrolment and of 124 in average attendance, the per cent. of attendance on enrolment being 93.—(State report.)

Danville reports a decrease of 25 in public school enrolment, an increase of 5 in average attendance, 27 schools taught, and property valued at \$60,000.

Easton reports 24 more pupils enrolled in public schools and 75 fewer in average at-

tendance, 46 schools in session 10 months in 9 school buildings, valued, with other school property, at \$219,200.—(Return and State report.)

Erie, with 99 public schools, which were in session 10 months, and school property valued at \$293,200, increased her public school enrolment during the year by 445 and the average attendance by 226.—(State report.)

Harrisburg reports an increase of 375 in public school enrolment and of 133 in average daily attendance; 96 public schools taught 10 months in 22 buildings; value of school property, \$398,281; schools graded as subprimary, primary, secondary, intermediate, grammar, and high, the last having 240 pupils under 10 teachers; and 450 pupils attending private and parochial schools.—(Return and State report.)

In *Johnstown* there were 27 schools taught 8 months, and school property was valued at \$90,000.—(State report.)

Lancaster reports a decrease of 32 in enrolment and of 9 in average attendance, 68 schools taught 10 months, and school property valued at \$172,750.—(State report.)

Lebanon reports an increase of 25 in public school enrolment and of 150 in average attendance, 30 schools taught 8½ months, a high school, and about 300 pupils attending private and parochial schools.—(State report and city return.)

In *McKeesport* there were 18 public schools taught 9 months. Public school property was valued at \$60,000.—(State report.)

Meadville reports an increase of 75 in public school enrolment, of 85 in average attendance, the 36 schools taught 9 months, and school property valued at \$100,000.—(State report.)

New Castle had 159 more enrolled, yet 79 fewer in average attendance; the 27 schools were in session 8 months, and public school property was valued at \$45,000. About 40 pupils attended private schools.—(Return and State report.)

Norristown reports a decrease of 78 in public school enrolment, an increase of 96 in average attendance; 44 schools taught 10 months in 6 buildings, affording accommodation for 2,260 pupils; public school property valued at \$164,700; and a high school with 136 pupils enrolled and 134 in average attendance, 23 pupils having graduated in 1881. The superintendent considers the public schools in a satisfactory condition; teachers' institutes were held twice a month and well attended; the number of children not attending public or private school was thought to be small, and the number of truants diminishing.—(Return and State and city reports.)

The *Philadelphia* statistics show a decrease of 3,356 in public school enrolment and of 2,251 in average daily attendance. The 2,075 schools (arranged in 14 grades in primary, secondary, grammar, and senior departments, and including high, normal, and evening schools) were taught 10 months during the year, all the teachers but 77 being women. Public school property was valued at more than \$6,000,000. Several new buildings were completed and occupied during the year, adding 23 class rooms, with seats for 1,000 pupils. One building was in process of erection, but the necessities of the department far exceeded the appropriation for building, and many children were missing instruction for want of sufficient accommodations; it is believed that a million of dollars will be required during the next few years to supply sufficient school-houses for the city. The Central High School (for boys) enrolled 523 pupils; the Girls' Normal, 965. There were 41 night schools taught ten weeks, at a cost of nearly \$15,000. They were of great service to a large number of pupils, notwithstanding the short term, which, it is urged, should be lengthened to 4 months, only as many pupils being received as can be instructed for that length of time by the money appropriated. The president of the board reports that the schools are not doing as much as they should, owing, in his opinion, to a lack of superintendence. He says the teachers, although poorly paid, are capable and faithful, and the pupils studious; but through a defective system of examinations and promotions the cultivation of the memory has become the objective point and the measure of its power and accumulation the standard of scholarship; that routine and the letter have been cultivated and intellectual development and moral discipline left to chance. As a means of remedying these evils the recommendation favoring the appointment of a city superintendent is renewed. The special attention of the public school authorities has recently been drawn to industrial education. In addition to the introduction of sewing as a part of the instruction of the normal school, the board has assisted an effort made by Charles G. Leland to demonstrate the feasibility of making industrial education a part of the training of the public schools. It is admitted that this work cannot embrace the special arts of the trades but must be of a preparatory character, such as training the eye and the hand. Marked progress has been made in the teaching of drawing, the teachers having devoted special attention to the work of preparing themselves to give instruction in this branch, particularly as applied to the industries.—(City report and return.)

Pittsburgh reports a larger public school enrolment by 149 than the previous year and 283 more in average attendance, the 473 schools taught in 55 buildings, and school

property valued at \$1,900,000. The system comprised day and evening common schools, evening mechanical schools, and a high school. The last had normal, academic, and commercial departments, and enrolled 582 pupils. There were 2,336 pupils enrolled in the evening schools, under 32 teachers; the average attendance, however, was only 600, and the cost of instruction, based on average attendance during the term of 65 evenings, was \$4.44 per capita. The superintendent recommends the discontinuance of all except the mechanical schools, which were attended by a class of earnest young men, and advises the establishment of at least 5 of these, with a term of 6 months.—(Return and State and city reports.)

In *Pottsville* the public school enrolment decreased by 123, but the average attendance increased by 22. The 48 public schools were taught 10 months, by 7 men and 41 women, at a monthly cost of 69 cents per capita. Public school property was valued at \$217,500. (State report.)

In *Reading* there was an increase of 788 in the number enrolled in public schools and of 96 in average attendance. The 48 schools were taught 10 months in 26 school buildings having 146 rooms for study and seating capacity for 7,551 pupils. The high school enrolled 324 pupils and had 318 in average attendance under 9 teachers. There was an estimated enrolment in private and parochial schools of 960.—(Return and State report.)

Scranton reports 84 schools taught 10 months, at a monthly cost of 73 cents per capita, and school property valued at \$300,000.

Shamokin reports an increase of 284 pupils enrolled in public schools and of 112 in average attendance; 26 schools taught 9 months, at a monthly cost of 55 cents per capita; and school property valued at \$40,000.—(State report.)

Shenandoah had 310 fewer pupils enrolled in public schools and 249 fewer in average attendance. The 28 schools (primary, grammar, and high) were taught nearly 9 months, at a monthly cost per capita of 59 cents. There were 80 pupils enrolled in the high school and 53 in average attendance. Public school property was valued at \$61,000. An important addition made during the year to the educational facilities was the nucleus of a public school library.—(State and city reports.)

Titusville reports 353 fewer pupils enrolled in public schools and 38 fewer in average attendance; 28 schools taught for 10 months in 4 buildings, affording seats for 1,632 pupils. Public school property was valued at \$64,275.—(Return and State reports.)

In *Wilkes-Barre* enrolment and average attendance are reported to have nearly doubled, the former having increased by 2,916, the latter by 1,595. The 68 schools were taught 10 months, at a monthly cost of 74 cents per capita. Public school property was valued at \$176,807.—(State report.)

The *Williamsport* public schools had 56 more pupils enrolled than during the previous year, and 20 more in average attendance. The schools were taught 8 months, at a monthly cost of 87 cents for each pupil, in 25 school buildings capable of seating 3,485. In the high school, 138 pupils were enrolled and 100 were in average attendance under 4 teachers. Public school property was valued at \$142,250. More was done during the year than ever before towards making drawing popular, and excellent progress was made in this branch. There were about 1,300 pupils attending private or parochial schools. (State and city reports and return.)

York reports a slight decrease in public school enrolment, but an increase of 24 in average attendance; 47 schools taught 9 months, at a monthly cost of 85 cents per capita, in 9 school buildings capable of seating 2,465 pupils and valued, with other school property, at \$125,000. About 260 pupils attended private and parochial schools.—(State report and city return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 10 State normal schools, according to a table in the State report, had an attendance during the year of 3,185 pupils in normal studies (1,864 of them men) and 270 graduates, of whom 120 were men. The whole number of graduates since the recognition of these schools was 2,196: 1,145 men and 1,051 women. The courses of study, arranged by a convention of the principals under the advice of the State superintendent, are elementary, classical, and scientific. Most of the students choose the first, which requires two years for its completion; only 4 out of 270 graduates during the year were from the other two courses. These schools are not exclusively professional, but include a number of academic studies. They are also of a mixed character in their relations to the State, being public in some respects and private in others. The aid given by the State is not to the schools, but to the students in them and to graduates. Students who agree to teach in the common schools receive, in ordinary cases, 50 cents a week; and graduates who agree to teach in the State schools two full years may receive \$50. The legislature which created these schools demands of them extensive appliances, such as grounds of

not less than 10 acres in area and buildings to accommodate 1,000 students. In this system some of the schools have become heavily involved, and their State will have to assist them if they are to be kept in operation.—(State)

OTHER NORMAL TRAINING.

The *Normal School for Girls*, Philadelphia, belongs to the public school system of the city and prepares nearly all the city teachers. Its course of study for graduates extends over 3 years, but those who desire to teach must remain another year in the school of practice that they are able to train and control children. They receive certificates to teach in the city public schools. There were 98 enrolled at the close of the year and nearly 98 per cent. of those enrolled were present at daily attendance. It is estimated that about 60 per cent. of the pupils enter the school graduate and that about 70 per cent. of graduates receive certificates. In the establishment of the school, in 1848, there have been 6,516 students in it, of whom 1,000 were graduated. The only change in the course of instruction during the year was the addition of sewing. In this branch all engaged willingly, and rapid improvement was made.—(City return and report.)

Lycoming County Normal School, Muncy, had 135 students during the year, 100 men and graduated 20, all of whom engaged in teaching. The course of study extends over 3 years of 20 weeks each.—(Return.)

The *Brethren's Normal College*, Huntingdon, reporting 309 pupils in the year, presents 3 courses of study, classical, scientific, and normal English; the last is the elementary course in the State normal schools, occupies 2 years; the first is the same as the normal English course for the first two years and then adds Latin, German, higher mathematics, and science; and the classical is the 3 years' college course.—(Catalogue.)

Pine Grove Normal Academy, Pine Grove, reports preparatory, philosophical, and scientific courses of study, the last making some provision for the training of teachers.—(Catalogue.)

The *Institute for Colored Youth*, Philadelphia, having 152 pupils studying in the year, reported 50 in a normal class.

Lewistown Academy, in its fourth year in 1881, reports more attention to normal work than formerly. There was a teachers' class in which careful attention was given to methods of instruction and government.

The *Philadelphia Training School for Kindergartners* and the *Centennial Training School*, Philadelphia, each with a course of study extending over 3 years, respectively, 22 and 13 students; 34 graduated, of whom all but 3 engaged in teaching.

TEACHERS' INSTITUTES.

County institutes were held, according to law, in all the 69 counties of the State. They remained in session from 4 to 10 days, nearly all, however, continuing 5 days, the minimum length of session required by law. The average number of members present was 12,919, being all the members employed in teaching but 846. There were 1,000 teachers and lecturers employed, at a cost of over \$16,000. Of the \$26,898 expended for the institutes, \$8,395 were received from members, the remainder from county and other sources.

District institutes also were sustained in 47 of the counties and in 12 cities. Altogether, the whole number reaching 472. These institutes are authorized (required) by law to meet on two Saturdays of each month, which days are set aside in the law to make the legal month of labor required of teachers, and pay for the attendance at the institutes is to be continued. The cities of Philadelphia, Pittsburgh, and Harrisburg have special laws regarding institutes.

EDUCATIONAL JOURNALS.

The chief educational journal in the State, the *Pennsylvania School Journal*, published at Lancaster, was in its twenty-ninth volume during 1881. Being the official organ of the department of education, it affords teachers much valuable information on general educational topics as well as full reports of educational associations.

Other educational journals are *The Educational Review*, Pittsburgh (a monthly); *The Allegheny Teacher*, The *Educational Voice*, and *The Teachers' Advocate*, Philadelphia; *The Student*, Westtown, and three papers published by the *Pennsylvania School* at Carlisle, *The Morning Star*, *The School News*, and *Eagle* at Philadelphia.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Outside of Philadelphia there were 2,240 public schools in which some branches were taught, an increase of 82 over 1879-'80. Of these, 120 were

cities and boroughs reporting (an increase of 3) and 2,120 in the 65 counties reporting (an increase of 79). There is no information given in the report of the State superintendent as to the condition and progress of these schools. The president of the Philadelphia school board, in speaking of the Boys' Central High and the Girls' Normal Schools in that city (which train many in high school studies who do not become teachers), reiterates the complaint against the "quota" system of admission to these schools. Promotions are not based on merit, but on a representation from all the grammar and consolidated schools whose pupils reach a medium standard of qualification; this often compels pupils of superior scholarship and ability in some schools to give way to those from other schools who are greatly inferior. The remedy urged, but as yet refused, is the adoption of a competitive examination as the basis of admission. More room was called for to meet the large increase in applications for admission to the Boys' Central High School. An addition to the Girls' Normal School building was also recommended, so that the department of practice might be enlarged by a primary and secondary school for boys, inasmuch as female teachers thoroughly qualified for managing girls sometimes fail when placed over a class of boys. The average attendance of the Boys' Central High School was 521; that of the Girls' Normal School, 944; in both, 1,465. None were graduated from the Central High School in 1881.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 27 institutions for superior instruction in Pennsylvania appearing in Table IX, all but 4 present arrangements for preparatory training, the exceptions being Lafayette College, Easton (Presbyterian), Haverford College, Haverford (Friends), University of Pennsylvania, Philadelphia (non-sectarian), and Lehigh University, South Bethlehem (Protestant Episcopal), which confine themselves exclusively to collegiate work. All the colleges had classical collegiate courses of 4 years, generally of fair grade, and most of them had scientific courses (see p. 222). Lehigh University allowed students to select special studies from the general courses; 4 had arrangements for military drill and tactics; Swarthmore College (Friends) had a "literary" course of 4 years in modern languages, English literature, &c.; several had normal courses, and several others, commercial courses; Pennsylvania Military Academy, Lafayette, Haverford, and Muhlenberg Colleges, the University of Pennsylvania, Lehigh University, and the State College made provision for definite studies after graduation. Lehigh required such studies for the degrees of M. A., PH. D. and D. S. to be pursued under direction of its faculty for 2 years and to be followed by an examination and a thesis. Lafayette required an examination and thesis for the degree of PH. D. Haverford required non-resident graduates who were candidates for the degree of M. A. or M. S. to pursue an indicated thorough graduate course for 3 years and then to pass a satisfactory examination, but resident graduates are admitted to the examination after a shorter period of study, at the discretion of the faculty; while the higher degrees of PH. D. and SCI. D. could only be obtained by the masters of arts and sciences thus made, after further examination of a high character.

For the statistics of institutions of this class, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In Table VIII of the appendix may be found a list of sixteen schools that have been organized for the superior instruction of young women exclusively, with such statistics as have been received from them; a summary is given in a corresponding table in the report of the Commissioner preceding. Nine of these schools hold charters from the State.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Pennsylvania State College, State College, answering to the colleges of agriculture and mechanic arts in other States, had, in 1881, as previously, a general scientific course of 4 years, branching off from which for the last 2 years were technical courses in agriculture, natural history, chemistry and physics, and civil engineering; provision was made for special study. Similar courses existed in the Pardee Scientific Depart-

ment of Lafayette College, Easton; Western University of Pennsylvania, Pittsburgh, since temporarily removed to Allegheny; Lehigh University, South Bethlehem, and Swarthmore College, Swarthmore. Lehigh also had a course of 4½ years in mining and metallurgy and one of 2 years in astronomy for graduates, as well as other graduate courses. The Towne Scientific School of the University of Pennsylvania, Philadelphia, in 1880-'81 provided 6 courses in chemistry and mineralogy, geology and mining, civil engineering, mechanical engineering, drawing and architecture, and preparation for medical study; these courses now occupy each 3 years, following 2 years of preparatory work in mathematical, scientific, and English studies, a year of work having been added in 1881. The Franklin Institute, Spring Garden Institute, and Wagner Free Institute of Science, all in Philadelphia, cultivated the same field of instruction in practical sciences, the three having libraries and lectures to aid the working classes and others in the study of mechanics, engineering, telegraphy, and other branches, and giving some instruction in handicrafts and industries. Schools for mechanical, free hand, and architectural drawing aided in this instruction, the Spring Garden Institute, at least, keeping open a day as well as a weekly evening school, with encouraging results. There were also practice shops, in which experienced workmen taught the use of mechanical tools employed in filing, drilling, turning, forging, reaming, key fitting, &c. For ladies there were lessons in cookery.

Through the liberality of Mr. Joseph Wharton, of Philadelphia, a new "School of Finance and Economy" was founded in 1881, in connection with the University of Pennsylvania, with an endowment said to be of \$100,000 and with a course of 3 years; it is designed to afford facilities for the study of the financial, economical, industrial, and legal principles involved in the current problems of business life. Thirteen students were enrolled for the first year.

In the University at Lewisburg a new study has been introduced and required in the classical and scientific courses: anthropology is taught with the aid of illustrative material, "the object of which is to convey correct ideas upon the nature and origin of man, in opposition to erroneous theories of his relationship to the brute creation and his participation in its destiny."—(Letter from president.)

For statistics of scientific schools reported, see Table X of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—There were 17 theological schools and classes in the State reported for 1880-'81, of which 15 had a 3 years' course, requiring for admission a collegiate diploma or other evidence of preliminary training. Of these 15, 2 were Presbyterian: the Western Theological Seminary, Allegheny, and the theological department of Lincoln University, Lincoln; 3 were Roman Catholic: the theological course in St. Vincent College, Beatty's, the Philadelphia Theological Seminary of St. Charles Borromeo, Overbrook, and the Augustinian Monastery of St. Thomas of Villanova; 2 were Reformed Church: the theological department of Ursinus College, Freeland, and the Theological Seminary of the Reformed Church in the United States, Lancaster; 3 were Evangelical Lutheran: the Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States, Gettysburg, the Theological Seminary of the Evangelical Lutheran Church, Philadelphia, and the Missionary Institute, Scelinsgrove. Other denominations were represented by single institutions, as follows: The Divinity School of the Protestant Episcopal Church, Philadelphia; the Meadville Theological Seminary, Meadville (Unitarian); Crozer Theological Seminary, Upland (Baptist); the Theological Seminary of the United Presbyterian Church (Allegheny); the Moravian Theological Seminary, Bethlehem; the biblical elective course in Dickinson College, Carlisle (Methodist Episcopal), and a similar course in Waynesburg College (Cumberland Presbyterian).

The schools at Lancaster and Gettysburg, in addition to other requirements, admit all on a 6 months' probation, while the Meadville school had preparatory and graduate courses. The Gettysburg school reported property valued at \$60,000, a fund of \$80,000, with an income of \$4,200; while the Meadville school reported property valued at \$30,000, a fund of \$157,000, with an income of \$8,700, and \$23,297 in gifts and bequests during the year. The Augustinian Monastery, near Philadelphia, is the mother house, novitiate, and studium of the order in the United States.

The total number of instructors in the foregoing schools was 68; students, 511. For more detailed statistics of the theological schools reporting, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

Legal.—The law department of the University of Pennsylvania in 1880-'81 reported 5 professors and instructors and 141 students, of whom about one-third had received a degree in letters or science; 49 were graduated from its 2 years' course of 34 weeks each. The qualifications for graduation are attendance on the full course of instruction both by lectures and examinations, the preparation of an essay on some legal subject, and the passage of an examination. Two prizes of \$50 and \$25 are awarded for the best and

second best essays from the annual graduating classes. Admission to practice in the court of common pleas and orphans' court of Philadelphia is acquired by the fact of graduation from this school, but before becoming entitled to register as a student of law the candidate for admission must pass a preliminary examination conducted by the courts of Philadelphia County in all the branches of a good English education.

Medical.—There were 5 medical schools (all in Philadelphia) reporting for 1880-'81, against 4 the previous year, 4 being regular and 1 homeopathic. The medical department of the University of Pennsylvania (regular), organized in 1765, had 46 professors, lecturers, demonstrators, and assistants, with 375 students, of whom 115 graduated. It required a three years' graded course of 22 weeks yearly, and provided gratuitous optional instruction during 14 weeks. Since 1880 it has required for admission a preliminary examination for those who are without evidence of suitable literary qualifications and is gradually raising the standard of this examination. Jefferson Medical College (regular), organized in 1825, had 15 instructors, and graduated 205; there were 609 students in the lower class. While still preserving its 2 years' ungraded lecture course, the annual term was lengthened to 24 weeks. No examination was required for admission; for graduation the usual 3 years of study were required. The Woman's Medical College (regular), organized and chartered in 1850, reported a faculty and corps of auxiliary instructors of 19, with 100 students, graduating 19. It has since 1880 required a 3 years' graded course of 20 weeks each year, presenting also an optional spring course for 1881. No preliminary examination is required except for those coming in on scholarship foundations. For graduation the requirements are those common to schools of this grade. The Medico-Chirurgical College (regular) began its first session April 4, 1881, with 13 professors and instructors, and reported 31 students. It announces a 3 years' graded course of 24 weeks each year and requires preparation in English studies, natural science, and Latin and Greek. The instruction given is in a marked degree individual, and it is the intention to graduate only thoroughly instructed students. The Hahnemann Medical College (homeopathic), organized in 1848, for 1881 reported 19 professors and instructors, with 199 students; it graduated 83. For matriculation, students must present evidence of qualification for the study of medicine, and for graduation must have attended the 3 years' course and present a satisfactory thesis. A supplementary course, during the spring months, afforded students taking a 3 years' course facilities for duplicating their study of subjects which might have been imperfectly attended to and for those attending 2 years an opportunity to complete the full 3 years' course within 2 years. There was also a graduate course for such old school physicians as desired to study homeopathy.

Dentistry continued to be taught in 3 schools, all in Philadelphia: (1) The dental department in the University of Pennsylvania (1878) in 1881 had 28 professors, demonstrators, and instructors, with 110 students and 47 graduates. For matriculation, a preliminary examination in English studies was to be required after 1881; while, for graduation, the students must have attended the regular graded course of 2 years, have studied 2 years under a private instructor, and present a satisfactory thesis and specimens of dental work. (2) Pennsylvania College of Dental Surgery (1855) reported, for 1880-'81, 35 professors, demonstrators, and clinical instructors, with 132 students, graduating 64. Attendance on 2 full winter courses of 20 weeks each and 2 years' study under a private teacher are required, the spring and fall sessions being optional. No preliminary examination was required. (3) Philadelphia Dental College (1863) presents the same requirements as the Pennsylvania College, except that it offers spring and fall terms as an equivalent for the required 2 years of private instruction.

Two colleges of *pharmacy* reported in 1880-'81: the Philadelphia College (1821), with 3 professors and instructors and 350 students, graduating 140 in 1881, and the Pittsburgh College (1878), with 3 professors, 20 students, and 5 graduates. In both, the requirements were 2 lecture courses of 20 weeks each and a 4 years' apprenticeship to the drug business.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix; and for a summary, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia (1821), reported 23 teachers, with 402 pupils, during the year ending December 31, 1881, and 319 at the beginning of 1882; the average time spent in the school is about 5 years. Of the whole number, 292 were supported by the State, 20 by New Jersey, 1 by Delaware, and the others by Philadelphia, Crozer scholarship, and friends. No information is given as to school work, except that instruction in articulation had proved satisfactory for children between 6 and 10. In the various industries good progress had been made, especially in lithography, tailoring, shoemaking, and sewing. The work in the sewing de-

partment required 5,089 yards of dress goods, 2,912 of muslin, 1,469 of shirting, 1,268 of towelling, 1,017 of lining for garments, and 284 of flannel. The figures show that of the 77 admitted during the year only 11 were born deaf, and that of the 66 made so by disease 11 were due to scarlet and 18 to spotted fever; deafness occurred in 36 cases before 3 years of age and in 20 cases between 3 and 5. Financially the year was prosperous. Two legacies of \$5,000 and \$3,000, respectively, were given, while the legislature, having for two years refused appropriations, at its last session not only made an appropriation, but paid the debt of the institution incurred in supporting itself for two years.—(Report.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek (1876), reported 7 instructors, including the principal, and 3 in the domestic department, including the physician, with 119 pupils and an average attendance of 96. Of the whole number attending during the year, 46 were born deaf, the other 73 were made so by disease, 62 while under 3 years of age, 15 by cerebro-spinal meningitis, and 12 by scarlet fever. In the school department the good work done was seen in the improved intelligence and conduct of the pupils. Articulation and lip reading were taught to such as were likely to be benefited thereby. Applications for admission were largely in excess of room and enlargement was strongly urged. No trades were taught. The year is said to have been a prosperous one.—(Report.)

Under an act of the legislature of 1876, 3 day schools for the deaf and dumb were established at Erie, Philadelphia, and Scranton; the 2 former, taught on the articulation plan, had 32 pupils; while the last, taught by a former pupil of the Pennsylvania institution on the manual labor plan, had 15 to 20 pupils.—(Report of Pennsylvania institution.)

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia (1833), had 30 teachers and assistants and 192 pupils December 1, 1881. The literary department comprises a fair grammar school course and some advanced branches of the high school, raised letters being constantly used. The musical department includes instrumental and vocal music, organ, piano, and orchestra, with piano tuning and repairing. The trades taught were brush, broom, and mattress making, cane seating, carpet weaving, Indian basket work, machine, hand, and mattress sewing, crocheting, knitting, bead work, &c., amounting, in value of work during the year, to \$6,299. For the support of 145 pupils for the year, the State gave \$43,500. Real estate, including buildings and personal property, was valued at \$205,000.

EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, Elwyn, since its establishment in 1852, has admitted 1,040 children, of whom 30 or 40 per cent. have been improved and returned to their homes. There were 383 inmates for the year ending September 30, 1881, of whom 60 were admitted during the year and 28 discharged, leaving 355, against 323 the previous year. Of these, 191 were supported by the State, 50 by New Jersey, 1 by Delaware, 16 by Philadelphia, the others by guardians, &c. In the school department there were 173 and in the manual 103, while in the asylum and nursery there were 79. During the year two new buildings were erected, one in which systematic instruction was given in laundry work to groups of feeble-minded children, the other a large school building. The State also appropriated \$60,000 for the immediate erection of two asylum buildings for the use of hopeless cases.—(Report of State board of charities and State report.)

EDUCATION OF ORPHANS.

In the system by which the State provides for the support and education of orphan and destitute children of soldiers, the law from 1864 required that the children entering at 5 years of age must leave at 16. Since the inauguration of these schools, about 7,500 have been honorably discharged at 16, and some 2,000 others "on order," before reaching 16, leaving 2,600 in the different schools in 1881. Of these schools, which in 1879-'80 numbered 18, only 7 reported for the current year. In these, 6,635 had been instructed since their organization, while during the year there were 1,612 inmates, with 126 teachers. The school course embraces the common English branches, including drawing and instrumental and vocal music. Five report 2,360 volumes in their libraries. The industries common to most of them were farming, gardening, and some of the most useful trades for the boys, while the girls were trained in general housework and in some cases in flower raising. Of those who have gone out, 90 per cent. have become good citizens, earning a livelihood in respectable callings, including the leading professions.—(Returns and *Pennsylvania School Journal*.)

Girard College for Orphans, Philadelphia (1848), for 1880-'81 reported 2,776 inmates since its foundation, and 878, with 59 teachers, during the year. The age for admission

is between 6 and 10. The age for leaving is 18, when the student must be bound out to some trade, with an outfit worth \$50. For school instruction the classes are grouped into larger divisions, corresponding to primary, grammar, and high schools in the city system. At suitable age, the boys are to work in iron and use machinery. The permanent fund is \$9,383,437 and afforded for 1881 an income of \$867,879. The school has a library of 7,902 volumes; increase during the year, 375.—(Return and circular.)

The *Educational Home* and the *Lincoln Institution*, both in Philadelphia, while separate in management, were connected with respect to the work they undertook; the Home received children at 2 years of age and at 12 transferred them to the Lincoln Institution. During the year the Home had 211 inmates, of whom 82 were soldiers' orphans. At the proper age 17 were transferred to the Lincoln Institution, which reported 95 enrolled. During 1880 the Lincoln Institution purchased a farm near Sioux Falls, Dak., called the Meade farm, where it proposes to give its boys a chance to study farming, herding, and mechanics, with a view to healthful self support.—(Reports.)

The *Burd Orphan Asylum of St. Stephen's Church*, Philadelphia, Protestant Episcopal (1862), among the noble institutions of the city, was founded and endowed by the late Mrs. Eliza H. Burd with \$500,000. It receives white female orphan children from 4 to 8 years of age, first of Philadelphia, then of the State, and then others, except that in all cases orphan daughters of clergymen of the Protestant Episcopal Church have precedence. The asylum consists of a group of buildings located on a lot of 45 acres, partly within the city limits. The inmates receive a good English education, with instruction in music, drawing, embroidery, sewing, typewriting, shorthand, housework, cooking, &c. Pupils must leave at 18 years of age, and are provided with an outfit and \$5 in cash. Since its foundation 135 had been received; there were 60 during the year under 7 teachers. Its benefits are gratuitous, there being a permanent fund of \$400,000; income for the year \$17,938 and expenses \$16,458. A library of 4,000 volumes is reported.—(Circular and return.)

INDUSTRIAL AND REFORMATORY TRAINING.

Two distinctively reformatory schools reported for 1880-'81, viz, the *Pennsylvania Reformatory School*, Morganza (1850), and the *Night School House of Correction*, Philadelphia, (1874). The former had 42 teachers and admitted children between 7 and 21 years of age; it enrolled 307 inmates for the year, of whom only 153 could read and write when committed, while of the remaining 154 it is said that 40 learned to read and 85 to write after committal. The common school branches, including music, were taught, while the industrial training was in general farm work, gardening, and domestic work, including laundry. The trades taught were baking, saddlery, harness and shoe making, tailoring, carpet weaving, and painting. Of the 3,601 committed since 1850, 80 per cent. had become orderly and useful citizens. Homes are provided for the homeless. Total cost for the year, \$34,023, or \$111 per capita; total earnings, \$2,837.—(Return.)

The *Night School House of Correction*, under municipal control, is designed for adults who have sunk into degradation and are committed for short periods for restraint and instruction. It has 3 or 4 teachers who give instruction in the ordinary English studies as well as in morals. The number in school during the year was 120, of whom 6 learned to read and 8 to write.—(Return.)

Besides these, 23 institutions reported which combine the support and education of orphan and destitute children with industrial or reformatory training. Of these, 12 were incorporated; 6 were in Philadelphia and the others in different parts of the State; 7,055 children had been admitted since organization; there were 1,107 inmates during the year, under 115 teachers. In all but 1 the common English studies were taught, and, in nearly all, music, and, in all but 5, industries proper to the age and sex of inmates. On discharge those not having homes or friends were indentured to trades or placed in good families. Four report permanent funds, amounting in all to \$242,600, while 7 had libraries with a total of 5,150 volumes. The parents of most of the inmates were native born.—(Returns.)

TRAINING OF INDIANS.

The *Training School for Indians*, Carlisle (1879), under the control of the General Government, reported for the year ending October, 1881, 295 Indian pupils, from 24 different tribes, of whom 99, from 10 different tribes, were added during the year. In the school work the chief point for the first two years is the mastery of the English language. For the more advanced, the aim is a practical knowledge of the elementary English branches, in which, especially in spelling, writing, and arithmetic, progress was remarkable, while in the several branches of industry the improvement is said to have been more than satisfactory. The first annual examination was held June 15, 1881, at which nearly 500 visitors were present, among whom were prominent educators from all parts of the country, who expressed great satisfaction at the results attained.—(Report of Indian Commissioner.)

TRAINING OF NURSES.

For statistics of training schools for nurses, see Table XVII of the appendix, and a summary of it in the report of the Commissioner preceding.

ART EDUCATION.

The *School of Design for Women*, Philadelphia, held its annual reception June 10, 1881, in its new building, on North Broad street. It had about 250 students, 14 of whom graduated. The work displayed by the students included oil and water painting, silk decorations, designs for various purposes, wood engraving, landscape drawing, china painting, crayon and India ink drawing, still life in oil and water colors, and a variety of other art work. Many specimens were the result of the year's study, showing fine taste and great proficiency.

During the summer of 1881 classes in industrial and decorative art were taught in one of the public schools of Philadelphia, under the direction of Mr. Charles G. Leland, at first in the evening, but soon followed by classes in the afternoon. As the result of 3 months' work Mr. Leland reported to the school committee: "We are quite capable, even now, of producing work which would meet with ready sale," and he added that in a few days he could qualify all the scholars to fill orders for ordinary sheet brass work and wood panels suitable for common decoration. The board of education authorized Mr. Leland to introduce into the public schools instruction covering the rudiments of tile painting, leather work, wood carving, sheet metal work, etching, papier mâché work, glass work, pottery, painting, modelling in clay, art needle work, stencilling, illumination, and of a number of other art industries.

The *Pennsylvania Museum and School of Industrial Art*, Philadelphia (1875), reports an encouraging advance toward the position of usefulness which it was projected to fill. With the aid of \$10,000 from the city the museum was opened to the public and during the year was visited by 128,729 persons. The School of Art made steady improvement, having a 3 years' course in which 62 students had received instruction in 23 different occupations during the year.

The *School of Design for Women*, Pittsburgh, which reported for 1879-'80, sends no report for 1881; nor does the *Art School* at Meadville, opened in 1880.

TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia (1873), admits both sexes and provides courses in elocution and oratory. In 1880 there were 219 students, under 19 instructors.

TRAINING IN MUSIC.

The *Musical College and Pennsylvania Normal Music School*, Freeburgh, Prof. F. G. Moyer conductor, continued to offer to both sexes its advantages for training in all branches of vocal and instrumental music. Its yearly conventions have been largely attended and with increased interest. Other musical schools are *Madame Seiler's School of Vocal Art and Instrumental Music*, Philadelphia, and the *Philadelphia Conservatory of Music*, from which no report has been received.

KITCHEN GARDEN INSTRUCTION.

Classes in kitchen garden training are said to have been formed in Philadelphia in 1881 of which no official report has been received at this Bureau.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-seventh annual session of the State Teachers' Association was held at Washington, Pa., July 26-28, 1881, President Newlin in the chair. Superintendent H. W. Mouck gave the address of welcome. He was followed by the president, who congratulated the friends of education that the advance in the respectability, influence and efficiency of teaching had been marked and rapid; that compensation had been increased; that the work had been made more attractive by classification and grading, as well as by improvement in school architecture, furniture, and apparatus, so that some of the best graduates of the highest schools of learning were entering upon teaching in preference to law or medicine. By way of improvement he suggested that the disciplinary value of the common branches was underrated in the haste to reach the higher studies; that the curricula of the common and high schools were too crowded to secure thoroughness in any branch. After a brief discussion, which developed some different views on this subject, a paper was read by Prof. John C. Dolan on "Mental science as the basis of teaching." It discussed at length the subject of teaching from a scientific standpoint, and assumed that before the art of teaching can command the respect which it ought to deserve it must be based upon the principles of mental science, and

that teachers must understand those principles so as to apply them in the work of the school room. The evening session was opened by a paper by Rev. J. B. Young, of Altoona, showing the widespread circulation of vicious literature and its shocking results in producing youthful crime. Then came a lecture by Rev. C. T. Steck, of Indiana, showing the folly and injustice of hero worship when given simply to eminence or success. The heroic quality slumbers in the masses of ordinary humanity, but some high occasion may call it out, and it is often exemplified in common life. The paper read on Wednesday morning by Prof. E. O. Lyte was a report from a committee appointed to consider teachers' studies, examinations, and degrees. Teachers' certificates were too plenty and too cheap; such a standard should be required as will give them real professional value; a more definite statement of the work required in the professional studies was demanded; the scientific and classical courses in the normal school should be dropped, and the elementary enlarged by one year's studies; this course should be carefully graded and annual examinations should be held. It was recommended that a State certificate, good for one year, be given those who complete the first year; one good for 3 years, to those who complete the 2 years' course; while those completing the 3 years' course should receive a graduate diploma, with the degree of bachelor of teaching, giving authority to teach 5 years without further examination. After 3 years of successful teaching, the degree of master of teaching should be conferred on the holder of a bachelor's degree and no further examination should be required.

Prof. J. A. Cooper addressed the association on appliances and apparatus for elementary teaching, and how to obtain them. This was followed by a paper by Dr. J. H. Shumaker, emphasizing some important lessons for teachers of our public schools growing out of the relation of innocent pupils to crime in school. In the afternoon Hon. J. Q. Stewart read a paper on "Needed legislation." The points discussed were: (1) to extend the annual school term to 6 months; (2) to permit boards of directors to provide text books out of the district funds and furnish them to the pupils free of cost for use in the schools; (3) to change the mode of electing county superintendents and to provide for the payment of the necessary expenses incurred by directors in attending the triennial convention; (4) to recommend to school boards to establish graded schools in the country districts of the State. This was followed by a plea for the study of aesthetics in the public schools, by Dr. N. C. Shaeffer, who contended that this is just the study which we as a people are in danger of neglecting. True culture is fourfold, physical, intellectual, moral, and æsthetic. Æsthetic culture should crown the intellectual training of our schools. Wednesday evening was spent in the "wonder land" of the Yellowstone National Park. The lecturer, Prof. W. I. Marshall, of Massachusetts, gave an entertaining history of the discovery and exploration of this wonderful region and illustrated the curiosities of the park by views on a screen. Superintendent S. J. Craighead read a paper on "Local institutes," in the consideration of which the leading idea was that though not a panacea for all the troubles in school work, yet there is a place for them in every locality where there are energetic teachers; that when established they should receive the encouragement of every intelligent citizen; and that teachers and director should participate in the discussions. Prof. L. H. Durling followed with a paper on the high school question. The common school, it was argued, does not furnish the education required to prepare our youth for citizenship in a free republic: a taste for pure literature should also be cultivated and there should be education in skilled labor. Our boys and girls have a right to demand an education going beyond even the grammar school, until they are able to observe accurately and think closely. The high school is the crown of the common school system.

Prof. Luckey, of Pittsburgh, then exhibited his "lightning calculator" method by a class of 15 pupils averaging 10½ years of age, who added, subtracted, multiplied, and divided large examples in 43 seconds or less. This, he stated, was not phenomenal, as any child of average ability with proper training could do the same work.

The paper by A. M. Gow, which followed, dealt at length with mistakes in the present schools, the most important of which were believed to be the following: That it is a mistake to offer prizes as incentives in the schools, which should have no other purpose than to educate in the duties of citizenship; to have exhibitions at the close of every term; to spend years in studies which are not preparatory to still higher ones; to graduate girls from the high and normal schools at 15 or 16 years of age and then allow them to teach; to suppose that a person is fit for a teacher because he can pass an examination in text book knowledge; and that the schools can be kept up to any degree of efficiency without the coöperation and support of the people. Considerable discussion followed. Miss Lelia E. Patridge then gave an account of what she had seen in the primary schools. She was followed by Dr. Wickersham, who said he had just returned from the meeting of the National Educational Association at Atlanta, Ga., and who gave an account of the awakened interest in the South in free public schools. Dr. E. E. Lybee, State superintendent of public instruction, then addressed the association on the question: "How shall we secure and keep active in our Commonwealth the best quali-

fied class of common school teachers?" He said: "We have the best material, but we need improvement in our system of educating teachers. The high school should lead to the college course, so that the teachers should have thorough scholarship; then they must thoroughly master the art of imparting knowledge. We need for this 1 or 2 real normal schools, into which may enter the graduates of our colleges, academies, high schools, and our present normal schools, where students may be thoroughly grounded in the philosophy, theory, and art of teaching, and out of which, in a year or two, they may pass with a degree given by the State that shall give the dignity of proven scholarship to the positions they take in the schools." Memorial addresses on Professors S. S. Haldeman, Andrew Burt, and J. S. Ermentrout followed, and officers for the ensuing year having been chosen the association adjourned. The meeting was one of the largest ever held.

EDUCATIONAL BENEFACTIONS.

UNIVERSITIES AND COLLEGES.

The following benefactions were reported for 1881: Mr. Joseph Wharton, an esteemed merchant of Philadelphia, gave (it is said) \$100,000 to the University of Pennsylvania as an endowment for the Wharton School of Finance and Economy; Lafayette College received from John I. Blair, of Blairstown, N. J., \$40,000 for the endowment of a presidential chair; Haverford College, from various sources, \$7,500 for general expenses and care of grounds; Swarthmore College, from Samuel Willets, of New York, \$3,100 for construction of additional waterworks; Thiel College, from various benefactors, \$2,000 for free scholarships; and Muhlenberg College, from the trustees of Allentown Academy, \$800 for permanent scholarships.

CHIEF STATE SCHOOL OFFICERS.

HON. E. E. HIGGEE, *State superintendent of public instruction, Harrisburg.*

[Term, April, 1881, to April, 1885.]

HENRY HOUCK, *deputy superintendent.*

RHODE ISLAND.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15 inclusive).....	52, 273	53, 077	804	-----
Different pupils enrolled.....	40, 604	40, 990	386	-----
Average number belonging.....	30, 112	29, 992	-----	120
Per cent. of average belonging on enrollment.....	74	73	-----	1
Average daily attendance.....	27, 217	26, 938	-----	279
Per cent. of attendance on average belonging.....	90	89	-----	1
Enrolled in evening schools.....	4, 176	3, 930	-----	246
SCHOOL DISTRICTS AND SCHOOLS.				
School districts.....	432	-----	-----	-----
Public school buildings.....	453	451	-----	2
Graded schools.....	530	536	6	-----
Ungraded schools.....	294	294	-----	-----
Public day schools.....	824	830	6	-----
Schools visited by school committee.....	640	676	36	-----
Schools visited by school trustees.....	177	561	384	-----
Average time of school in days.....	184	186	2	-----
Evening schools.....	40	42	2	-----
Value of public school property.....	\$1, 894, 122	\$1, 954, 444	\$60, 322	-----
TEACHERS AND THEIR PAY.				
Men teaching in public day schools.....	158	180	22	-----
Women teaching in public day schools.....	781	920	139	-----
Whole number of teachers in day schools.....	939	1, 100	161	-----
Whole number of teachers in evening schools.....	178	187	9	-----
Trained in normal schools.....	158	236	78	-----
Average monthly pay of men.....	\$70 24	\$76 00	\$5 76	-----
Average monthly pay of women.....	42 99	41 89	-----	\$1 10
INCOME AND EXPENDITURE.				
Total public school receipts.....	\$558, 451	\$582, 965	\$24, 514	-----
Total expenditure.....	544, 200	549, 937	5, 737	-----
STATE SCHOOL FUND.				
Available State fund.....	\$240, 376	\$240, 376	-----	-----

(From reports and returns of Hon. T. B. Stockwell, State commissioner of public schools, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of the public schools is vested in a State board of education, consisting of the governor and lieutenant governor as members ex officio and of 6 others appointed by the legislature for 3 years, with annual change of one-third. A commissioner of public schools, chosen annually by the board, acts as its secretary. For each town there is a school committee of 3 or more members elected for 3 years, with annual change of one-third. A superintendent of the schools of the town is elected at the annual meeting, or, in failure of such election, is appointed by the school committee. For each school district 1 or 3 trustees must be chosen by the people for 1 year. Adjoining school districts in the same or in adjoining towns may establish a school of higher grade and may elect a board of trustees consisting of one member from each district so associating.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons residing in the State; youth over 15 are not to be excluded on that account and youth under 5 may be admitted at the discretion of the school committee. For supporting schools \$90,000 are annually paid out of the income of a permanent school fund and from other money in the treasury, which sum is for the payment of teachers only. Of this amount \$63,000 are apportioned among the several towns in proportion to the number of children under 15 years, and the remaining \$27,000 in proportion to the number of school districts in each town. No town may receive any part of such State appropriation unless it raise by tax an equal amount for the support of the public schools. The sum of \$3,000 is yearly appropriated, on the same condition, for apparatus and works of reference for public schools; towns not divided into districts may, on application, receive \$50 for this purpose; districts, not to exceed \$20. Towns may vote such sums as they deem necessary for the support of schools, purchase of sites, erection and repair of school-houses, and for the establishment and maintenance of school libraries. Any town having established a free public library may appropriate a sum not exceeding 20 cents on each \$1,000 of its ratable property for its maintenance, and may receive donations for the same; the State board of education may cause to be paid annually to each free public library a sum not exceeding \$50 for the first 500 volumes included in such library and \$25 for each additional 500. A sum not exceeding \$500 is to be annually paid for the holding of teachers' institutes, and \$300 for publishing and distributing educational publications and providing lectures on educational topics. Teachers, to obtain employment, must have a certificate of qualification from the town school authorities or from the trustees of the State Normal School. A penalty is imposed on employers or parents for the employment of children under 12 years in or about manufacturing establishments, or for the employment of those between 12 and 15 who have not attended school at least 3 months during the year preceding. The education of deaf-mutes,¹ blind, and feeble-minded youth is provided for.

GENERAL CONDITION.

The statistics given by the State commissioner show that an increase of 804 in youth of school age was accompanied by an increase in funds of \$24,514; there were 8 more schools, 6 for day and 2 for evening pupils; 170 more teachers; 78 more teachers had been trained in normal schools; and there was a considerable addition to the value of school property; finally, the work of school inspection intrusted to town committees and district trustees was more satisfactorily performed. Yet, with this readiness of school officers and people to improve the means of instruction, it appears that (although there was an increase in enrolment of 386), the average number on the school lists was 120 less and the average daily attendance 279 less in the day schools, with 246 fewer in the evening schools. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending at all, an increase of 451, while 2,551 attended for less time than the 12 weeks required by law; nearly 29 per cent. of the school population was not in school. To the evils inseparable from the district system the board chiefly ascribes these poor results, and it is recommended that municipalities desiring to do so may be allowed to abolish the district system. A more effective compulsory attendance law and fuller and better local superintendence are also advocated.

KINDERGARTEN.

For statistics of a Kindergarten at Providence, see Table V of the appendix.

¹An act to establish and maintain a State school for deaf-mutes and an act appropriating \$500 annually to the Rhode Island School of Design have since been passed.

CITY SCHOOL SYSTEMS.

OFFICERS.

These are superintendents of schools and school committee boards of 3 or more members.

STATISTICS.^a

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Lincoln.....	18,765	2,565	2,302	1,199	37	\$20,300
Newport.....	15,693	3,419	2,437	1,569	56	43,445
Pawtucket.....	19,030	3,518	2,999	1,964	58	35,717
Providence.....	104,857	19,819	14,194	9,914	301	268,464
Warwick.....	12,164	2,463	2,129	1,088	80	11,458
Woonsocket.....	16,050	2,059	2,332	1,400	37	36,971

^a The statistics for Lincoln and Pawtucket are from the State report, the others from returns.

ADDITIONAL PARTICULARS.

Lincoln reported to the commissioner of public schools 12 school buildings, valued, with sites, furniture, &c., at \$79,000, these buildings containing 29 graded and 4 ungraded schools, with a session of 199 days. In response to the offer of assistance made by the State in 1880 to all towns and districts in purchasing libraries and apparatus, this town raised \$250, to which the State added \$180, so that every school-house has the beginning of a library.—(State report, 1881.)

Newport reports an increase in children of school age, in enrolment, and in average attendance; the schools are classified as primary, intermediate, grammar, and high, besides evening and ungraded schools, and were taught 196 days. Music and drawing are taught by special teachers. The high school offers 4 years' classical and scientific courses and enrolled 133 pupils, with 95 per cent. in daily attendance in 1880-'81. The public school property, including 10 buildings used for day schools, containing 45 rooms, with 2,181 sittings for study, was valued at \$225,333. Private and parochial schools reported 3 school buildings, with 6 rooms, 14 teachers, and 795 pupils, of whom 531 were in daily attendance.—(City report and return.)

Pawtucket classed its schools as primary, intermediate, grammar, and high, and reported 40 graded and 5 ungraded schools, with a session of 200 days, taught by 53 teachers, of which number 15 were normal graduates. There were also 4 evening schools for persons over 12 years, taught 42 evenings by 22 teachers, with 522 enrolled and 375 in average attendance. The receipts for all school purposes were \$35,719, of which amount \$4,506 went for permanent improvements and the remainder for current expenses. School property, consisting of 18 buildings, with sites, furniture, and apparatus, was valued at \$174,000.—(State report.)

Providence reported a high school, with 444 in the last month of the session; 11 grammar schools, with 3,552; 35 intermediate, with 2,961; and 37 primary, with 5,246. The 9 evening schools, with 2,227 enrolled and an average attendance of 957, had 111 teachers at the beginning of the session of 17 weeks and 87 at the close. The whole number of different pupils in day and evening schools was 14,194, an increase of 200. Private schools enrolled 3,599. The high school had a classical, an English and scientific department, and a special department for girls. Music and drawing were taught by special teachers. The city expended \$27,873 for sites, buildings, and furniture during the year, and valued its school property, including 51 school-houses, at \$393,350. Discipline, the superintendent thinks, was still maintained too much by force, too little by moral means, though in this respect there was improvement.—(Return and State and city reports.)

Warwick estimated the value of its school property, consisting of 19 buildings, containing 25 rooms, with grounds, at \$29,100. The schools were taught 192 days, by 7 men and 23 women. One evening school, with a session of 22 evenings, enrolled 18 and had 12 in average attendance. The superintendent reported the schools generally in fair condition and making good progress.—(Return and State and city reports.)

Woonsocket had 31 graded schools, divided into primary, grammar, and high; 3 ungraded and 2 evening schools. The day schools were taught 195 days, the evening schools 41 evenings. The city expended during the year \$2,860 for permanent improvements for its schools, and valued its school property, including 14 buildings, at \$116,650. An enrolment of 599 was reported in private schools.—(Return and State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, Providence, has a 2 years' course, prescribed by the board of education, which graduates of high schools finish in less time; it also had an advanced course, including ancient and modern languages, mathematics, and natural science. There were 136 students, with 18 graduates, in 1880-'81; 16 of that number have since engaged in teaching. The principal, in his report, states that about 97 per cent. of all graduates of this school teach after graduation. Frequently the demand for graduates as teachers is greater than the supply.

TEACHERS' INSTITUTES.

Four institutes were held during the year 1880-'81 besides the Rhode Island Institute of Instruction. The attendance was good and the spirit manifested commendable. The commissioner, assisted by Professor Bailey, of Brown University, presented the subject of botany in its relation to common school work at two of the institutes. Other topics presented were geography, elementary work in numbers, language lessons, school hygiene, public libraries in their relation to public schools, United States history, school polity, percentage, penmanship, reading, &c. Dr. J. C. Stockbridge lectured at Tiverton on "Venice and Pompeii" and at Chepachet on "Rome and vicinity;" Col. H. B. Sprague, of Boston, at Olneyville, on "Riches, and what constitutes them." At each institute every teacher was provided with a note book and pencil.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Information as to this class of schools is generally less distinct than could be wished, except in the chief cities. The Rogers High School, Newport, enrolled 133 and had over 95 per cent. of these in average attendance. A graduate course was added, involving attendance at 8 or more lessons a week, and at once enrolled 4 pupils. Increased attention was given to English, and proficiency in composition was allowed the same weight as in mathematics and other studies. The Providence High School, with 2 courses for the boys and a special department for the girls, had 444 pupils in June, 1881, and graduated 76. South Kingston was provided with a high school through the liberality of two citizens. The Warren High School enrolled a new class of 25; the ratio of attendance to enrolment for 23 terms has averaged 96 per cent. Woonsocket consolidated its classical, scientific, and college preparatory high school courses into one course, which, however, provides throughout for elective studies.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries of the same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

Brown University, Providence, continued in 1881 its 3 courses of 4 years each, one being the time honored classical course, leading to the degree of A.B., the other two scientific courses. One of these includes a single ancient language, the other substitutes French for this. The degree conferred on graduates from either of these last is PH. B. In all the 3 the standards, as shown by the requirements for entrance, are well up to those of the best American colleges. Women are not admitted. For statistics of instructors and attendance, see Table IX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Besides the 2 scientific courses above mentioned, departments for special preparation in mathematical and physical sciences and their applications to industrial arts are found in Brown University. One of these is a course in civil engineering, meant to cover 4 years, though a longer or shorter course may be pursued, according to the wants and abilities of students. Another is a course in agriculture, which may cover the 4 years of the regular scientific courses, with special study of the branches of science relating most closely to agricultural pursuits, or may include only the required studies preparatory to a collegiate course, with chemistry and physics, botany, physiology, zoology, and

comparative anatomy. Special lectures are given in this course on the study of soils and applied economic zoology.

PROFESSIONAL.

No professional schools appear to have been established yet in this State.

SPECIAL INSTRUCTION.

SCHOOL FOR THE DEAF, PROVIDENCE.

This school, opened in 1877 under the control of the State board of education, reported 29 pupils receiving instruction in lip reading and the common English branches during 1880-'81. As it is simply a day school with only 4 hours' session, no employments are taught.

EDUCATION OF THE BLIND.

In 1880-'81 Rhode Island paid \$3,100 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the training of blind children sent from the State.

EDUCATION IN ART.

The Rhode Island School of Design, Providence, in a circular for 1880, offered to regular day and evening classes instruction in free hand and mechanical drawing and in original designs for jewellery, tiles, wall paper, and wood carving. Advanced instruction was also given in painting, modelling, mechanical drawing, building construction, &c. The third annual exhibition, in June, 1881, is said to have showed marked improvement in the quality of the work done. The pupils numbered 150.

INDUSTRIAL AND REFORMATORY TRAINING.

The Rhode Island Reform School, formerly Providence Reform School, had 168 boys and 21 girls under its care during the year 1881. It received 145 boys and 13 girls, and discharged 119 boys and 26 girls. The girls do only domestic work, while the boys earned \$11,778 in 1881 by chair caning.

EDUCATIONAL CONVENTION.

STATE INSTITUTE.

The Rhode Island Institute of Instruction held its thirty-sixth annual meeting at Providence in January, 1881. The papers and discussions were progressive and practical, the attendance was large and the interest enthusiastic. In the grammar and primary department, short papers on phonetics, form, spelling, language, arithmetic, grammar, reading, and history were read by lady teachers and discussed by gentlemen in five minute speeches. Before the department of higher instruction Prof. T. Whiting Bancroft, of Brown University, read a paper on "English composition in the schools" and Professor Williams, of that university, presented the question of "The aim and method of studying foreign languages in a course of instruction."

OBITUARY RECORD.

PROFESSOR J. LEWIS DIMAN, D. D.

Not only the university in which he taught but also the State of which he was an influential citizen sustained a great loss in the death of this gentleman at Providence, February 3, 1881. A son of Ex-Governor Byron Diman, he was born at Bristol, R. I., May 1, 1831; was graduated with honors at Brown University at 20 years of age, and at Andover Theological Seminary 5 years afterwards, having meanwhile spent 2 years in European study, chiefly in Germany. On leaving Andover he became pastor of the First Congregational Church at Fall River, Mass., from December 9, 1856, to March 1, 1860; then for 4 years more presided over the Harvard Church, Brookline, Mass.; and, thus matured, was called in the summer of 1864 to the chair of history and political economy at Brown, where he had studied. There he served with such efficiency and usefulness as professor, writer, and lecturer that at his death the Providence Journal said of him: "No man living in this city or State could be counted his superior." He was a contributor to the North American and other reviews; published several interesting addresses delivered on important occasions; issued a work on *The Theistic Argument in 1881*; edited two volumes of Narragansett Club Publications relative to his favorite subject, history, on which he also delivered a series of lectures at Johns Hopkins University, Baltimore. His alma mater in 1870 recognized his ability and learning by bestowing on him its honorary D.D.

HON. JOSHUA BICKNELL CHAPIN.

This gentleman, a graduate of Brown University, was educated a physician, but from deficient hearing gave up his practice to devote himself to business. In 1859 he was chosen State commissioner of public schools, succeeding Hon. John Kingsbury; he held that position till 1861, and was again elected in 1863, holding to 1869. His reports for all these years were models of clearness and full of useful and practical suggestions. The need for parental coöperation with the teachers, for frequent visits by school officers and others to note and to encourage their important work, for careful selection of good sites for school-houses, for giving to the schools fair exteriors and making provision for shade and ventilation, for introducing music, and for educating well the teachers for the primary as well as for the higher schools, were matters that he presented with great force. His decisions on points of school law are highly esteemed. Besides serving as school commissioner he was also for a time editor of the Rhode Island Schoolmaster (1868 and 1869).

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS M. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, from 1874 to the date at which this goes to press.

SOUTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-16).....		a94, 450		
Colored youth of school age (6-16).....		a167, 829		
Whole number of school age.....		a262, 279		
Whites enrolled in the State schools.....	61, 219	61, 339	120	
Colored enrolled in the State schools.....	72, 853	72, 119		734
Whole public school enrolment.....	134, 072	133, 458		614
Average daily attendance.....				
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	479	481	2	
Free public schools in these.....	2, 973	3, 057	84	
Free public school-houses.....	2, 749	2, 939	190	
Number of these owned by districts.....	713	804	91	
Number built within the year.....	77	106	29	
Cost of these.....	\$8, 059	\$17, 334	\$9, 275	
Number previously built.....	2, 672	2, 833	161	
Valuation of these.....	\$342, 958	\$417, 955	\$74, 997	
Whole valuation of school-houses.....	351, 017	435, 289	84, 272	
Number reported with grounds inclosed.....	325	184		141
Average time of school in days.....	70	73½	3½	
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1, 887	1, 904	17	
Women teaching in public schools.....	1, 284	1, 345	61	
Whole number employed.....	3, 171	3, 249	78	
Number of these white.....	2, 048	2, 026		22
Number of them colored.....	1, 123	1, 223	100	
Average monthly pay of men.....	\$25 24	\$25 45	\$0 21	
Average monthly pay of women.....	23 89	24 48	59	
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$440, 111	\$452, 965	\$12, 854	
Whole expenditure for public schools.....	324, 628	345, 634	21, 006	

a United States census of 1880.

(From reports and returns of Hon. Hugh S. Thompson, State superintendent of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of education, elected for a term of 2 years by the people at the general election of State officers, has general supervision of the free public schools and is assisted by a State board of examiners, of which he is ex officio chairman. This board is composed of the State superintendent and 4 members appointed by the governor biennially.

For each county there are a school commissioner elected at each general election and a

county board of examiners, consisting of 2 members appointed by the State board of examiners for 2 years' terms, with the county commissioner as chairman.

For each school district there are 3 school trustees appointed biennially by the county boards of examiners to look after local educational interests, under the supervision of the examiners.—(School law, 1878.)

OTHER FEATURES OF THE SYSTEM.

In his report for 1880, the State superintendent says that there is no law in force in South Carolina regulating the school age, and the practice has been to leave attendance unrestricted. Inasmuch, however, as the school attendance is now increasing more rapidly than the school fund, he recommends that only pupils between 6 and 16 be admitted hereafter, except where others are needed to make up the number necessary to constitute a public school. The schools are sustained from the proceeds of a tax of 2 mills on \$1, to be levied by the boards of county commissioners, which, with a poll tax of \$1 on each voter, to be retained in the county where it is collected, constitutes the State fund for school purposes. This, under the constitution, was to go to the several school districts of the counties "in proportion to the respective number of pupils attending the public schools;" the school law of 1878 used the phraseology "the average number of pupils attending" and the act of December 20, 1881, the words "in proportion to the average attendance upon the free schools for the last preceding year." The city of Charleston levies by special law a tax of 1 mill on \$1, and at least three other places, under special acts, may levy local taxes; but no general system of district taxation is in use. The length of the school session in each county is determined by the amount of State money received, and hence the average time is only between three and four months, though the constitution calls for 6 months of school. Teachers must have certificates of qualification from the State board of examiners or from that of the county where they propose to teach; in Charleston, from the city board.

GENERAL CONDITION.

South Carolina in 1881 reported 84 more free public schools, 190 more school-houses, 91 more of them owned by districts, and 29 more built within the year, the others being either rented or gratuitously loaned. The average time of school was lengthened by about 3 days. The valuation of school property in use rose considerably, more teachers were employed, and at a slight increase of pay, with 120 more children enrolled in the free schools for whites. The enrolment in the schools for colored youth fell off by 734, a decrease in total enrolment of 614. The decrease in attendance of colored pupils, the superintendent says, was not from deficiency of educational provision for them, as 100 more teachers of that class were employed. In some counties the school commissioners reported that it was due in part to the unusually severe winter. In the one where the decrease was greatest it came partly from the fact that the school officers were endeavoring to improve the school-houses, and could only do this by using the school funds, so that little was left for tuition in them when completed. It is hoped, however, that the improvement of accommodations will tell on the attendance of succeeding years, while the fact that an institute for colored teachers was held for 4 weeks in July of 1881, with large attendance and with excellent instructors, justifies the hope of great advance in school organization, discipline, and teaching. The similar instruction for white teachers given in another institute seems likely to increase considerably the attendance in the schools for whites.

AID FROM THE PEABODY FUND.

This State received from the Peabody trustees \$4,050 for 1881, of which \$1,000 went for teachers' institutes, \$1,600 for teachers' scholarships at Nashville, \$500 for training colored teachers at Claflin University, \$450 for normal training at Hampton Institute, Va., and \$250 each for public schools of Winnsboro' and Chester.

KINDERGÄRTEN.

Only 2 of these means of early preparation for school studies appear to have existed in 1881, one at the Charleston Orphan House, another at Williamston Female College, Williamston. No statistics of these have reached the Bureau.

CITY SCHOOL SYSTEM.

CHARLESTON.

Officers.—The city of Charleston constitutes a separate school district, with a school board composed of a commissioner from each of its 8 wards, elected at every general municipal election, the board choosing its own officers, one of whom is superintendent of city schools. This board determines the studies to be pursued and the text books to

be used ; makes rules for the government of the schools ; elects and dismisses teachers, causing examinations to be made and granting diplomas to such as have prosecuted successfully the studies in a normal school department.

Statistics for 1880-'81.—Population by census of 1880, 49,984; there is no enumeration of the youth of school age available later than that for 1877; enrolled in public schools (5 in number, 3 of them for whites and 2 for colored pupils), 6,336, a decrease of 948; teachers employed, the same as in 1879-'80, 86 whites and 5 colored; average monthly pay of women, \$39.23; of men, including 2 colored, \$121.66; total of salaries paid, \$46,171.

Additional particulars.—The 5 school-houses reported were, with one exception, brick, with grounds inclosed, and all said to be in good condition. Two of them stand on glebe lands, for which a rent is paid. The valuation of the 5, including furniture and apparatus, was \$125,000. Another building was in progress, for use in 1882. The city high school, which charges a small fee for tuition, is not reckoned among the public schools, although a part of the city system of instruction.

Other schools in the city, not of the public system, but made in a large measure free to those attending them through aid from societies or individuals, were the Holy Communion Church Institute, for boys, with 206 pupils and 185 in average attendance; Central School (for boys), 302 pupils; average attendance, 268; Society Street School (for girls), 222; average, 180; Avery Normal Institute (for colored pupils), 439; average, 275, about one-half free through aid from the American Missionary Association (Congregational); Wallingford Academy (also for colored youth), 618; average, 489, mainly free through aid from the Presbyterian Committee of Missions for Freedmen: whole attendance in all these, 1,787; average attendance, 1,397.—(State report for 1880-'81 and city year book for 1881.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There were four institutions of this class reporting for 1881, all for the training of colored teachers. There is no State normal school.

The *Avery Normal Institute*, Charleston, organized in 1865 and largely aided by the American Missionary Association, had 3 resident and 7 non-resident instructors giving instruction in primary, intermediate, and normal departments. The normal course covered 5 years; the preparatory classical, 3 years. There were 160 normal and 299 other students in attendance in 1881. Since its foundation this school has graduated 45 men and 80 women, besides giving instruction to thousands.

Fairfield Normal Institute, Winnsboro', organized in 1869, reported \$850 received from public funds, and had 4 instructors, 72 normal and 278 other students in attendance, with 32 graduates, all of whom have since engaged in teaching.

The *Normal Department of Brainerd Institute*, Chester, reported 3 instructors and 40 students, perhaps not all strictly normal. There were 3 departments, primary, grammar, and high.

The *Normal School of Claflin University*, Orangeburg, organized in 1868, had 4 instructors and 76 normal and 52 other students. Two of the normal students graduated and engaged in teaching. The normal course covered 3 years of 33 weeks each. A model school is also reported. As before stated, \$500 were granted by the Peabody fund trustees for the training of colored teachers at this school.

TEACHERS' INSTITUTES.

The second State normal institute for white teachers was held at Greenville, August 2-30, 1881, with aid from the Peabody fund supplementing a State appropriation, and enrolled 335 teachers from 28 counties. The regular work, which was carried on in the buildings of Furman University and of the Baptist Female College, included instruction in the science of education and method of discipline, the English language, primary methods of instruction, arithmetic, and geography. Optional studies were penmanship, singing, physical geography, algebra, calisthenics, Latin, French, and German. Mr. F. Louis Soldan, principal of the City Normal School of St. Louis, Mo., had general charge of the instruction to be given, assisted by Professor Joynes, of the University of Tennessee, and by some of the most successful teachers of the State. Among the lecturers were the United States Commissioner of Education; Dr. Curry, general agent of the Peabody fund; Dr. William T. Harris, long city superintendent at St. Louis; and President Miles, of South Carolina College.

The first State normal institute for colored teachers was held in Columbia, July 5-29, 1881. The faculty was composed of colored instructors from Washington, D. C. A membership of 185 pupil teachers, who represented 25 of the 33 counties of the State, was reported. Instruction was given in methods of teaching arithmetic, reading, phonic

spelling, map and free hand drawing, penmanship, vocal music, geography, and hygiene; the grading of country schools was discussed, a programme for one of four grades being placed upon the blackboard, and much time was spent in practice teaching. Addresses were delivered by Governor Hagood, General John Eaton, and others.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Free schools of this grade form no part of the public school system of the State. Several institutions called high schools appear in a table appended to the State superintendent's report for 1880-'81, but it is a title indicating only a higher grade of pay school. Charleston High School, for boys, reduced its annual rate from \$100 to \$40 a pupil, but, though it belonged to and was assisted by the city, it did not profess to receive free scholars. It enrolled 125, under 5 teachers. Its course, not long since revised, requires Latin, but allows French and German to be substituted for Greek. In the city year book for 1881 it is stated that a new site for this school, with ample grounds and buildings, had been bought, and that on these grounds a gymnasium had been built, where, under a skilled instructor, a regular course of physical exercises was to be pursued.

OTHER SECONDARY SCHOOLS.

In the table of the State report before referred to, 33 schools of academic grade or with academic classes are presented, having 120 teachers and 2,713 pupils, besides the Charleston High School, with 5 teachers and 125 pupils.

For private academic schools, preparatory schools, and preparatory departments of colleges reporting to this Bureau, see Tables VI, VII, and IX of the appendix to this volume; for summaries of the statistics of each class, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven institutions of this class continued to give instruction in 1880-'81, as well as in the opening of 1881-'82. Only 1 of them, Claflin University, Orangeburg, for colored students, was open to women, and this showed but 2 women on its collegiate roll for 1880-'81, though there were many in lower classes. Those for young men were, as before, the College of Charleston, Charleston; Erskine College, Due West; Furman University, Greenville; Newberry College, Newberry; Wofford College, Spartanburg, and Adger College, Walhalla. All, except the College of Charleston (which is a city college), were under some denominational influence; all, except Furman and Wofford, had the usual 4 years' classical course; and all appear to have had also partial courses. Furman and Wofford had their studies arranged in schools, any one of which could be entered and graduated from, or several of them could be taken in combination to form a regular A. B. course. Wofford had just adopted this arrangement in place of a fixed 4 years' course; Furman and Charleston Colleges were reorganizing their courses. Wofford College reports a legacy of \$100,000 from the late Rev. Benjamin Wofford; Claflin University, donations amounting to \$9,150 from Hon. William B. Claflin, of Massachusetts, Mrs. Claflin, and others.

The old University of South Carolina, suspended in 1877 and reorganized in 1878 and 1879, has been divided, the part of it designed for whites remaining at Columbia; that for colored students, at Claflin University, Orangeburg. Both are sustained out of the agricultural college fund and have the character and courses of agricultural and mechanical colleges.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Four such schools report for 1880-'81, namely: Columbia Female College, Columbia; Due West Female College, Due West; Greenville Female College, Greenville; and Walhalla Female College, Walhalla. All had arrangements for primary and academic as well as collegiate instruction, the last in courses of 3 to 4 years. Greenville offered also a graduate course of 4 years. All taught music, drawing, and painting, with French, and the two last mentioned included German. Williamston College, Williamston, in a catalogue of 1879, presented essentially the same arrangements, with Kindergarten and some polytechnic studies, and in 1880 made a return of its statistics, but makes no report for 1881. The statistics of the 4 institutions that report show 251 preparatory students, 296 collegiate, and 9 special, 556 in all, under 44 instructors. For any other information, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *South Carolina College of Agriculture and Mechanics*, Columbia, organized in 1880 for white youths of the State, occupies the buildings of the former University of South Carolina and reports a 3 years' scientific course, with opportunity for practical instruction both on the farm and in the shop. Lecture and laboratory courses in general and agricultural chemistry are also offered. Tuition is free, except in the department of languages. Students of the college are at liberty to use the library of the university, which contains 27,000 volumes. There were 4 professors and instructors and 58 students in 1881.

The *South Carolina Agricultural College*, Orangeburg, in connection with Claflin University for colored youth, carries out the design of Congress in its grant for the endowment of such institutions by providing about 150 acres of choice land for practical instruction in agriculture and a carpenter shop for mechanical work. Scientific and industrial education are united, and the student, by labor on the farm and in the shop, may defray part of the expenses of his education. A scientific and agricultural course of 4 years is offered, requiring for admission an examination in the preparatory and normal studies of the university, which occupy 3 years.

PROFESSIONAL.

There are two institutions giving *theological* instruction that report for 1881. Benedict Institute, Columbia, established in 1871 by the American Baptist Home Mission Society for the education of ministers of the gospel and of teachers, male and female, had 190 students, of which number 43 were in the theological department. Baker Institute, a department of Claflin University, Orangeburg, for the preparation of young men for the Christian ministry, was said in the catalogue of the university to be working successfully; but there was no note of either course or students. The Theological Seminary of the General Assembly of the Presbyterian Church South, Columbia, heretofore suspended, was to be reopened in 1882.

The *Medical College of the State of South Carolina* (regular) continued in 1881 to require 3 years of study, including 2 lecture terms of 20 weeks each. There were 77 students in 1880-'81, 30 receiving the degree of M. D. and 3 degrees in pharmacy.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind in its thirty-third annual report gives an enrolment of 43 deaf and dumb and 16 blind pupils. Advancement was reported in all departments, especially in the class in articulation. Buildings for shops were being erected, and the institution in all its appointments was said to be ready to carry on its work.

EDUCATION OF ORPHANS.

The *Holy Communion Church Institute*, Charleston, founded in 1867, reported a principal, assisted by 14 teachers and matrons, an enrolment of 206, with an average attendance of 185. Of the 125 resident pupils 44 were beneficiary; of the 81 day scholars, 37 had scholarships.

The *Thornwell Orphanage*, Clinton, organized in 1875 under the auspices of the Presbyterian Church, receives children between the ages of 5 and 13, and permits them to remain till they are 16 or 18, when, having been trained and educated, they are enabled to find good homes. The common and some of the higher English branches are taught; also, Latin, French, and vocal and instrumental music. A new school building is contemplated, to be called the Orphans' Seminary. All the work of the institution is done by the pupils, the boys learning farming, printing, and house painting; the girls, sewing, cookery, and housework. There were 14 boys and 22 girls reported for 1881.

The *Carolina Orphans' Home*, Spartanburg, founded in 1873, is temporarily suspended.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The law requires county school commissioners to encourage the holding of such associations, but no report of any meetings, except the State normal institutes for white and colored, previously noted, has been received.

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Third term, January 1, 1881, to January 1, 1883.]

TENNESSEE.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	403, 353	402, 580	-----	773
Colored youth of school age (6-21).....	141, 509	143, 295	1, 786	-----
Whole number of school age.....	544, 862	545, 875	1, 013	-----
Whites in public schools.....	229, 290	215, 702	-----	13, 588
Colored in public schools.....	60, 851	67, 766	6, 915	-----
Whole public school enrolment.....	290, 141	283, 468	-----	6, 673
Average daily attendance, white.....	150, 854	139, 469	-----	11, 385
Average daily attendance, colored.....	40, 607	41, 040	433	-----
Whole average daily attendance.....	191, 461	180, 509	-----	10, 952
Enrolment in private schools.....	41, 068	35, 054	-----	6, 014
Average daily attendance.....	28, 407	25, 820	-----	2, 587
Pupils in public and private schools.....	331, 209	318, 522	-----	12, 687
Average daily attendance in both.....	219, 868	206, 329	-----	13, 539
SCHOOLS AND SCHOOL PROPERTY.				
Public schools for white youth.....	4, 334	4, 338	4	-----
Public schools for colored youth.....	1, 188	1, 270	82	-----
Whole number of public schools.....	5, 522	5, 608	86	-----
Graded public schools.....	232	229	-----	3
Consolidated schools.....	267	307	40	-----
Public school-houses.....	4, 045	4, 047	2	-----
Value of public school property.....	\$1, 066, 995	\$868, 713	-----	\$198, 282
Average time of schools in days.....	68	70	2	-----
Number of private schools reported.....	1, 450	1, 467	17	-----
TEACHERS AND THEIR PAY.				
White teachers in public schools.....	4, 707	5, 542	835	-----
Colored teachers in public schools.....	1, 247	1, 338	91	-----
Whole number in public schools.....	5, 954	6, 880	926	-----
Average monthly pay of teachers.....	\$26 66	\$26 59	-----	\$0 07
Teachers in private schools.....	1, 665	1, 528	-----	137
Whole number in private and public schools.....	7, 619	8, 408	789	-----
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$799, 217	\$706, 152	-----	\$93, 065
Whole expenditure.....	724, 862	638, 009	-----	86, 853
STATE SCHOOL FUND.				
Amount of permanent fund.....	\$2, 512, 500	\$2, 512, 500	-----	-----

(From reports of Hon. Leon. Trousdale and Hon. W. S. Doak for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of schools, nominated by the governor and confirmed by the senate for a term of 2 years, has the supervision of the public school system. He must have literary and scientific attainments and skill and experience in the art of teaching. County superintendents, required to have like qualifications and elected biennially by

the county court of each county, exercise a general supervision over the schools in each county. Three school directors, elected by the people of each district for 3 years, with annual change of one, have charge of discipline in the district schools.

OTHER FEATURES OF THE SYSTEM.

Separate public schools for whites and blacks are free to youth of school age (6-21), to ascertain the number of whom a census is taken annually. These schools are sustained from the proceeds of a State school fund of \$2,512,500, bearing interest at 6 per cent., an annual poll tax of \$1 on every male citizen, and a State tax of 1 mill on \$1 of all property subject to taxation.

The revenues from the first source are apportioned semiannually among the counties according to scholastic population; those from the other two are retained in the counties where they are collected and are distributed among the school districts on the same basis as the State fund. If the means from these sources do not suffice to keep up a public school in each district for five months in each year, the county court must either levy an additional tax for this purpose or submit to the people a proposition to do this by vote. The same court may levy a tax to prolong the school term beyond 5 months. Teachers must have duly authorized certificates of qualification to obtain employment in the schools and receive pay for teaching, which pay is to be the same for men and women doing the same work. The studies to be pursued in every public school are definitely stated, and include the common English branches, with agriculture, elementary geology of Tennessee, and history of the United States, to which may be added vocal music and such other branches as may be provided for by local taxes or be contracted for at certain rates of pay. Where the number of pupils is sufficient, schools are to be graded according to the advancement of pupils. To further this, public scholars are allowed to be taught in higher grade private or corporate schools at public school rates. Such are called consolidated schools.

GENERAL CONDITION.

The statistics of 1880 are for 91 counties out of 94; those of 1881, for only 89 out of 95. Taken by themselves, they seem to indicate retrogression rather than advancement; for, although there were 86 more public schools, 40 more consolidated ones, and 17 more private, with 926 more teachers, to meet an increase of 1,013 youth of school age, there appear to have been 12,687 fewer pupils attending public and private schools during the second of these years than in the first, while the number in average daily attendance fell off 13,539. School property, too, is rated in 1881 at nearly \$200,000 less than in 1880, though there were improvements reported in school buildings (520 log school-houses being abandoned) and there were two more public school-houses.

It may be that some of the loss was apparent only, growing out of lack of reports, since many of the superintendents describe the condition of the schools as good and report popular sentiment with respect to them as improving. Many of the school-houses are said to have been supplied with better furniture, and progress is reported in securing uniform series of text books. The thing most needed to bring about a better condition of the State system appears to be more local taxation to supplement the State distributable school fund, thus making possible longer school sessions with better pay of teachers. Much advancement is looked for consequent on the action of the legislature of 1881, which extended to all incorporated towns the privilege of levying taxes for such purposes.

AID FROM THE PEABODY FUND.

The trustees of this fund in 1881 furnished aid to the amount of \$5,500 to this State, which was divided as follows: Normal college, \$3,000; teachers' institutes, \$1,500; educational journal, \$200; Jackson public schools, \$800.—(Report of trustees of Peabody fund.)

CITY SCHOOL SYSTEMS.

OFFICERS.

For cities there are boards of education, varying in number of members, elected by the people, with partial change each year. City school superintendents are elected by these boards.

STATISTICS.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga.....	12,892	3,224	2,334	1,401	34	\$20,796
Knoxville.....	9,668	3,044	1,984	1,458	29	15,699
Memphis.....	33,592	9,745	4,367	2,578	62	41,560
Nashville.....	43,350	14,512	5,845	4,371	97	86,609

ADDITIONAL PARTICULARS.

Chattanooga classed its schools as primary, grammar, and high, and accommodated them in 7 buildings (4 of which were owned by the city) containing 36 rooms. There were 1,480 white and 854 colored pupils enrolled during the year, a gain of 149. The schools were taught 158 days by 5 men and 29 women. School property was valued at \$39,750. The high school offers a 3 years' course, including Latin and German, and had 6 graduates in 1881. An enrolment of 350 in private schools was given.—(City report and return.)

Knoxville had 5 school-houses containing 31 school and 2 recitation rooms, with 1,541 sittings for study, occupied by its primary, grammar, and high schools. The schools were taught 196 days by 5 men and 24 women. Private schools reported an enrolment of 120, with 100 in average attendance, taught by 2 teachers in 2 buildings, with 3 rooms and 120 sittings.—(Return.)

Memphis reported a school population of 5,837 white and 3,908 colored children, and had 10 school buildings (4 belonging to the city), containing 64 school rooms, with 3,780 sittings. The schools are graded as primary, grammar, and high, the course of study covering 8 years in the lower grades and 3 in the high school. A class of 21 girls and 3 boys graduated in 1881. School property was valued at \$139,050. The schools were taught 164 days by 6 men and 56 women.—(City report and return.)

Nashville divides its schools into primary, with 3 years; intermediate and grammar, each with 2 years; and high, with a 3 years' course. It accommodated them in 13 school-houses, 9 owned by the city, containing 5,950 sittings for study. The schools were taught 182 of the 193 school days in the year by 15 men and 82 women, with special teachers for music, drawing, and penmanship. The scholastic population reported shows an increase of 2,052, while there was a decrease of 253 in enrolment. The superintendent distrusted the census and thought the apparent decrease in enrolment due to former inaccuracies in keeping the registers. Private schools occupied 9 buildings, with 24 rooms and 1,500 sittings; employed 23 teachers; and enrolled 500 pupils, with 440 in average attendance.—(City report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *State Normal College*, opened at Nashville in 1875 under the sanction of the State of Tennessee, constitutes the literary department of the University of Nashville and is supported from the funds of the university, from the Peabody educational fund, and from State appropriations for scholarships. It receives from any State students of either sex desiring to qualify themselves to teach, and is substantially a normal college of high grade for the whole South. The course of study, covering 3 years, with an additional optional year for advanced work, is strictly professional, and includes instruction in the management and organization of classes and schools. Students completing the 3 years' course receive the degree of licentiate of instruction, and may teach in the public schools of their States without further examination; upon those taking the advanced or baccalaureate course, the university confers the degree of B. A. There were 56 men and 105 women in attendance in 1881, of whom 61 graduated; 6 had received academic degrees and 59 at once engaged in teaching.—(Catalogue and return.)

The Summer Normal Institute at the *University of Tennessee*, Knoxville, held in June and July, 1881, was well organized and successful and did much to elevate the standard of public school education. The whole number of students enrolled was 218, while many others were in attendance part of the session. The regular students were from 35 counties, nearly three-fourths of them being teachers in the public schools. Instruction in the branches taught in these schools comprised the regular course, while optional courses in languages, natural science, and drawing were offered. Instructive and interesting lectures on general educational topics were delivered and were free to all. Of the 65 persons who entered the examinations held at the close of the session, 17 received certificates of the first grade and 19 of the second.

There were 12 other institutions reporting normal departments or normal courses, viz: East Tennessee Wesleyan University, Athens; Humboldt Normal Institute, Humboldt; Warner Institute, Jonesborough; Knoxville College, Knoxville; Freedmen's Normal Institute, Maryville; Maryville College, Maryville; Le Moyne Normal Institute, Memphis; Morristown Seminary, Morristown; Central Tennessee College, Nashville; Fisk University, Nashville; Nashville Normal and Theological Institute, Nashville, and Winchester Normal, Winchester.

For statistics of normal schools reporting, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

STATE TEACHERS' INSTITUTE.

The fifth annual meeting of the State Teachers' Institute, for whites, was held at Nashville, December 27, 1881, J. Braden, D. D., of Central Tennessee College, presiding. The following papers were read: "Methods and illustrations in teaching," Prof. D. Moury; "Courses of study," Professor Tefft; "Normal school work," Prof. A. W. Farnham, of Atlanta University, Georgia, and others by President E. H. Fairchild, of Berea, Ky., Prof. A. J. Steele, and Prof. H. S. Bennett. Brief addresses were made by Dr. Ward, of the New York Independent, Ex-Governor Washburn, of Massachusetts, Rev. W. S. Doak, superintendent of public instruction for Tennessee, and Rev. O. P. F. Fitzgerald, formerly State superintendent in California.—(Indiana School Journal.)

INSTITUTES FOR COLORED TEACHERS.

Superintendent Doak reports 3 normal institutes for colored teachers held by aid from the Peabody fund; the total attendance in these was 120. He also reports the holding of 168 county institutes, and considers these county meetings of great importance because they are the only special means of improvement within the reach of a large number of teachers. He advises the State to grant aid to these institutes.—(State report.)

EDUCATIONAL JOURNALS.

The Educational Record, published at Nashville and Tusculum and edited by Miss Julia A. Doak, issued its first number in August, 1881. The aim was to publish a lively but earnest home journal, devoted to the educational interests of Tennessee. Dr. Curry, agent of the Peabody fund, offered some aid, and the trustees of Greeneville and Tusculum College contributed the use of their press.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report does not give statistics for schools of this class in 1881, but the cities of Chattanooga, Knoxville, Memphis, and Nashville report high schools. The first, third, and fourth named had 3 years' courses, including Latin. Knoxville, in a return, gives 6 teachers and 194 pupils enrolled, with 177 in daily attendance in its high school; but does not give the course of study, which in 1880 was apparently of 2 years.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of the same, see corresponding tables in the report of the Commissioner preceding.

More consolidated schools are reported, where instruction in higher branches may be given if the trustees so direct, and some high school instruction is probably thus received.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee, Knoxville, made a State institution in 1879 and open to men only, reports a preparatory department with 3 instructors and 92 students, and 9 professors and 141 students in the 4 years' course of the university. The degree of B. A. was conferred upon 9 young men and that of B. S. upon 8 at the close of the year 1880-'81.

Of the 16 other colleges reporting, 9 were for both sexes, 7 for men exclusively. Two reported themselves non-sectarian, 4 were under control of the Methodist Episcopal, 4 of the Presbyterian, and 2 of the Baptist Churches, while the Roman Catholic, Lutheran, Protestant Episcopal, and Christian Churches were each represented by one. Two (Central Tennessee College and Fisk University, Nashville) were for the colored race. All in the State gave some preparatory instruction and had substantially 4 years' collegiate courses, though in 6 the plan of separate schools was adopted. Fourteen had scientific courses or departments; 6 prepared for business; 11 made provision for instruction in modern languages, 5 for graduate and 6 for normal study; 10 offered biblical or theological instruction; 3 had departments of law, and 3 of medicine, 1 of these last, Vanderbilt University, Nashville, adding dentistry and pharmacy.

For statistics of colleges reporting, see Table IX of appendix, and a summary of the same in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 20 universities and colleges in the State 10 admit both sexes, Maryville College having a separate course for women. Besides these, 20 exclusively for young women

are on the lists of this Bureau (of which 16 only make report for 1881, however), all but 3 of them holding charters from the State and most of them presenting courses of 4 to 7 years. Most of them have arrangements for teaching music, drawing and painting, and modern languages; but comparatively few have had libraries of any extent or much school apparatus.

For statistics of those that report, see Table VIII of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

No catalogue for 1881 has been received from the State University, Knoxville, which is also the State Agricultural College. In 1880 there were 5 technical courses of 4 years each, viz: civil engineering, mechanical and mining engineering, agriculture, and applied chemistry. There were also partial courses of 2 years each in practical agriculture and in applied mathematics. In the former, students alternated their studies with work on the farm, for which they received pay and were thus enabled to earn their board. As tuition is free to all State appointees, it is hoped that this shorter course will bring to the university a large number of the farming community. Courses in science are found in 13 of the colleges or universities, while Cumberland, Vanderbilt, and the University of the South, at Lebanon, Nashville, and Sewanee, offer courses in engineering.

For statistics of scientific schools reporting, see Table X of the appendix; for summary of statistics, the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools reporting for 1881 are the Theological School of Cumberland University, Lebanon (Cumberland Presbyterian); Nashville Normal and Theological Institute, Nashville (Baptist); theological departments of Central Tennessee College and Vanderbilt University, Nashville (both Methodist); Fisk University (Congregational), also at Nashville; and the theological department of the University of the South, Sewanee (Protestant Episcopal). An examination for admission is not invariably required in these schools; in the Protestant Episcopal school it is demanded by a law of the church. All report courses of study of from 2 to 4 years. The East Tennessee Wesleyan University, Athens (Methodist Episcopal); Southwest Baptist University, Jackson; Bethel College, McKenzie (Cumberland Presbyterian), and Burritt College, Spencer (Christian), all offer biblical instruction in a greater or less degree.

Legal instruction is given in the law school of Cumberland University, Lebanon, as well as in the law departments of Central Tennessee College and of Vanderbilt University, both at Nashville. The first was organized in 1847, and reports a 1 year's course of 40 weeks, with 45 students, of whom 32 graduated; the second, organized in 1880, has a course of 2 years of 32 weeks each, and had 4 students; the last, opened for instruction in 1875, has a 2 years' course, each year of 39 weeks, and had 53 students, 13 of them having received a collegiate degree. It graduated 18.

The regular *medical* schools reporting are Meharry Medical Department of Central Tennessee College, for colored students of both sexes; Nashville Medical College (a department of the State University), for which a new building was erected in 1881; and the medical departments of Vanderbilt University and of the University of Nashville. Meharry presents the regular 3 years' course of study, with two lecture courses of 20 weeks each, and offers an additional year's instruction without extra charge. Nashville Medical College requires for graduation 3 years of study, 2 full lecture courses of 24 weeks each, and attendance on dissections during the year. Vanderbilt requires 2 lecture courses of 20 weeks and at least 33 months' study. The University of Nashville has the same requirements as Vanderbilt. Both offer, but do not require, a 3 years' graded course, with examinations at the close of the second and third years.

Vanderbilt University and the medical department of the University of Tennessee each have departments of *dentistry*, requiring attendance on 2 lecture courses of 20 weeks each, with approved dental work, both operative and mechanical. Vanderbilt admits women to this department.

The department of *pharmacy* of Vanderbilt requires 3 hours' laboratory work daily, with attendance on 2 full courses of lectures of 20 weeks each, and a thesis, for graduation.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, founded in 1845, reported 60 boys and 40 girls under instruction in the common school branches in 1881. Shoemaking and printing are taught and agriculture to a limited degree. The articulation method is used.—(Return.)

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, in a biennial report covering 1880 (the last received), stated that the common English and some of the higher branches were taught. Special attention was paid to music, all but one of the pupils taking both vocal and instrumental lessons. Instruction in piano tuning, calisthenics, and various industrial employments was also given.

INDUSTRIAL TRAINING.

Miss Emily L. Austin, in her report of the Knoxville Industrial School, established by her in connection with the colored public school of that city, says that the sewing school completed 329 articles and sold one hundred dollars' worth of goods to the women in the night meetings. A kitchen garden had been established and one of the scholars sent to a Philadelphia school of cookery, that he might be able to teach a class in connection with this school.—(Circular.)

EDUCATION OF ORPHANS.

The Church Orphans' Home, Memphis, under control of the Sisters of St. Mary, founded in 1867, is the only institution of this class reporting for 1881. The children are taught reading, writing, and arithmetic, sewing, and house work. There were 46 inmates at Easter in 1881. The Canfield Orphans' Asylum, Memphis, St. Mary's Orphan Asylum, Nashville, and the Nashville Protestant Orphan Asylum have heretofore reported.

For statistics of all such institutions reporting, see Table XXII of the appendix.

EDUCATIONAL CONVENTIONS.

TENNESSEE STATE TEACHERS' ASSOCIATION.

This association, in connection with the West Tennessee Institute, held a very interesting and profitable meeting, attended by more than 60 teachers and superintendents, at Humboldt, December 1, 1881. The address of welcome by Hon. W. J. McFarland was responded to by S. Y. Caldwell, of the Nashville city schools, president of the association. The subjects presented for discussion were "The necessity for normal training," Superintendent J. C. Brooks; "Character building in education," Prof. J. W. Conger; "How to keep our educated young men from leaving the State," Superintendent J. R. Deason; "What shall we do for our girls?" Miss C. Conway; "Discipline," Dr. W. A. Smith; "Public schools of Tennessee," Judge Turner Foster; "Education and national prosperity," Superintendent W. S. Doak; "Practical science," Prof. N. T. Tupton; "Primary instruction," Miss Nannie Rea. Professors Newhardt, Goodman, Jones, Davis, and others took part in the discussions.—(State report.)

OBITUARY RECORD.

GEORGE STODDART BLACKIE, M. D., PH. D.

This eminent scholar, writer, and teacher, great grandson of James Watts of steam engine celebrity, was born at Aberdeen, Scotland, April 10, 1834. He began his education at Edinburgh and continued it at Aberdeen, subsequently studying medicine at Edinburgh and at the Universities of Bonn, Berlin, and Paris. The degrees of A. M. and M. D. and the highest honors were conferred on him by the University of Edinburgh, and later he received other honors and was made a member of various scientific societies in Scotland and in this country. After practising medicine a few years he came to Nashville, where he continued till his death, with the exception of two years spent in teaching in New York. He was professor of botany, chemistry, and natural history in the medical department of the University of Nashville, 1857, and after his return from New York in 1874 held similar positions in the Tennessee College of Pharmacy and the Nashville Medical College. Upon the organization of the medical department of the University of Tennessee he accepted the position of professor of chemistry, which he retained till his death. An author as well as teacher, he published several works on botany and other subjects, besides contributing to English and American scientific and medical journals, and for twelve years he was one of the editors of the Nashville Medical Journal. When the publication of the Southern Practitioner was contemplated the position of senior editor was accepted by him and much of its success is said to have been due to his deep culture and great ability. He was a freemason of high rank and a contributor to the literature of freemasonry. He died in Nashville, Sunday, June 19, 1881.

CHIEF STATE SCHOOL OFFICER.

Hon. W. S. DOAK,¹ *State superintendent of public schools, Nashville.*

[Term, March 25, 1881, to March 25, 1883.] Digitized by Google

¹ Since dead and succeeded by Rev. Gideon S. W. Crawford for his unexpired term.

TEXAS.

STATISTICAL SUMMARY. a

	1878-'79.	1879-'80.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (8-14) in State.....	215, 102	242, 027	26, 925	-----
Counties maintaining schools	154	159	5	-----
Counties reporting statistics	145	132	-----	13
City and town systems reporting	13	18	5	-----
School population reported.....	192, 654	186, 786	-----	5, 868
Colored youth included in above	50, 330	47, 874	-----	2, 456
Number not attending school b.....	49, 136	51, 424	2, 288	-----
Colored not attending school.....	c11, 987	d14, 141	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Public schools organized in State b.....	6, 423	6, 676	253	-----
Schools for colored reported.....	1, 410	1, 322	-----	88
School-houses built during year.....	e231	f196	-----	-----
Average number of days of school in the counties.....	g76	h73	-----	-----
In cities	159	158	-----	1
TEACHERS AND THEIR PAY.				
White male teachers.....	3, 264	2, 266	-----	998
White female teachers.....	1, 024	1, 079	55	-----
Colored male teachers.....	781	817	36	-----
Colored female teachers.....	182	199	17	-----
Total public school teachers.....	5, 251	4, 361	890	-----
Average monthly pay of white men in counties.....	\$40	\$34	-----	\$6
In cities and towns.....	53	47	-----	6
Of colored men in counties	39	29	-----	10
In cities and towns	51	33	-----	18
Of white women in counties	32	28	-----	4
In cities and towns	51	37	-----	14
Of colored women in counties.....	32	26	-----	6
In cities and towns	33	32	-----	1
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$972, 904	\$891, 235	-----	\$81, 669
Whole expenditure for public schools.....	837, 913	753, 346	-----	84, 567
STATE SCHOOL FUND.				
Amount of permanent school fund.....	-----	\$3, 385, 571	-----	-----

a Statistics for 1881 are wanting, owing to the loss by fire of the returns made to the secretary of the State board of education. Except as noted, the figures given for 1878-'79 are the statistics of 145 counties and 13 cities and towns; those for 1879-'80, of 132 counties and 18 cities and towns.

b For whole State, as estimated by the secretary of the State board. f In 104 counties and 18 cities and towns.

c In 118 counties and 13 cities and towns. g In 131 counties.

d In 102 counties and 18 cities and towns. h In 124 counties.

e In 104 counties and 13 cities and towns. i In 1878.

(From second biennial report of Hon. O. N. Hollingsworth, secretary of State board of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

The officers who have general control of the public school interests are the governor, secretary of state, and State comptroller, who constitute a State board of education. The secretary of this board has the office duties of a superintendent of education. The administration of public school affairs in each county is in the hands of the county judge, who appoints a board of 3 examiners, consisting of 3 well educated citizens of the county. The interests of each community school are in charge of 3 trustees appointed by the county judge. In cities and towns that have assumed control of their public schools, the city council or board of aldermen have exclusive power to maintain, regulate, and govern the city schools.—(Laws, 1879.)

OTHER FEATURES OF THE SYSTEM.

The appropriation made for the support of free public schools for 1879-'80 and 1880-'81 consisted of the net proceeds of one-sixth of the ad valorem and occupation taxes collected and of all the annual poll tax, together with the interest on the permanent school fund, however invested. The fund thus formed was to be distributed on the basis of children of school age in each community. Cities and towns controlling their own schools may, by a two-thirds vote of qualified taxpayers, at an election held for that purpose, levy such a tax (not to exceed one-half of 1 per cent.), in addition to the pro rata of the available school fund received from the State, as may be necessary to conduct the schools for ten months in the year. The council or board of aldermen are authorized to pass such ordinances, consistent with the State laws, as may be necessary to establish and maintain free schools, purchase sites, and construct school-houses. Separate schools must be opened for white and colored children, but all are entitled alike to the benefit of the available free school fund. Tuition in the common English branches is free to all children of school age. Pupils not of scholastic age may attend the community free schools upon payment of such tuition fees as may be agreed upon between the teacher and parents; but the interests of State pupils are not to be subordinated to those of private pupils.

GENERAL CONDITION.

Owing to the burning of the returns made to the secretary of the State board for 1881, no official statement of the general condition of education in the State can be made. The *Texas Journal of Education* of October, 1881, in an editorial, states that there were 7,000 public free schools maintained for an average term of four months, with an average enrolment of 200,000 pupils of lawful scholastic age. The *Journal of Education*, October, 1881, says: "Reports received from the principal cities and towns show a largely increased attendance over the same period last year. Favorable reports have also been received from many rural districts."

AID FROM THE PEABODY FUND.

The agent of the Peabody fund granted in 1880-'81 for the improvement of schools in Texas \$10,800, divided as follows: Sam Houston Normal College, \$4,500; Houston public schools, \$750; Bryan public schools, \$800; teachers' institutes, \$2,000; educational journal, \$200; Nashville scholarships for teachers to be trained at the Normal College there, \$2,550.

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities and towns that have assumed control of their public schools the city council or board of aldermen are the legal school officers. Galveston reports a city superintendent of schools, appointed in September, 1881, and a board of trustees. Houston and some smaller towns make reports that indicate the same provision.

STATISTICS AND ADDITIONAL PARTICULARS.

Austin elected a board of trustees in 1880, and in September, 1881, levied a tax of 2 mills on the dollar, which, added to the State fund and \$2,000 from the Peabody fund, made \$16,000, a sum sufficient to run the schools 9 scholastic months. The schools were organized by the superintendent, and 25 teachers, 16 of them ladies, began work under the new system. Schools were graded as primary, grammar, and high, allowing 4 years for each grade. The enrolment the first week was 500, but had reached 1,090 at the close of the year.—(*Texas Journal of Education*, January, 1882.)

Galveston assumed control of her public school fund in July, 1881, and immediately elected trustees and levied a special school tax of 2 mills on the dollar of assessed valuation, which, with \$10,000 from the State, amounted to \$42,000. A superintendent was appointed, and the schools were organized in September. Up to December 31 they had

enrolled about 1,750 pupils and 34 teachers, with an average of 85 per cent. in attendance. The school age is 6 to 16, being 4 years longer than that of the State. School property was valued at \$21,000, and an estimated enrolment of 400 in private schools was reported. Regular normal institutes under the care of the superintendent are held twice a month, one for white and one for colored teachers.—(Letter from superintendent and return.)

San Antonio reported to the State superintendent a population of 20,550 and 27 schools maintained for 10 months. With a scholastic population of 3,603, there was an enrolment of 1,737, with 1,045 in average daily attendance.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Two institutions of this class were organized in 1879, one for white pupils and one for colored.

The *Sam Houston Normal Institute* (for whites), Huntsville, is not designed to be an academic high school, but a school to fit teachers for their work by practical drill in organizing and conducting schools. The requisites for admission are residence in the State, girls not to be less than 18 and boys not less than 20 years of age, and an avowed purpose to follow teaching as a profession, with a pledge to teach as many sessions in the public schools of this State as the pupil attends at this institute. All pupils must also sustain a satisfactory examination in the branches taught in the public free schools. The State has increased its annual appropriation to \$18,000 and the Peabody fund granted a donation of \$9,000, enabling the institution to receive 4 State pupils from each senatorial district. Tuition and books are free to all who may attend; board and lodging are also free to State pupils for one year, an incidental fee of \$4 a session being the only outlay required from them. The course of study covers two years, with an additional year for advanced work if desired. Two graduates are selected each year to receive advanced instruction at the expense of the Peabody fund in the Normal College at Nashville, Tenn. A model school composed of the resident children of Huntsville has been organized as a regular department of the institute. There were 7 resident instructors, 200 students, (including 50 model school children), and 70 graduates reported for 1881. All the graduates subsequently engaged in teaching.—(Texas Journal of Education.)

The *State Normal School of Texas for Colored Students*, Prairie View, organized under an act of the legislature by the board of directors of the Agricultural and Mechanical College in 1879, receives 1 student from each senatorial district and 3 from the State at large free of all expense to the students. In January, 1881, there were 40 State, 6 pay, and 3 local students in attendance.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The only schools of this class reporting for 1881 are Tillotson Collegiate and Normal Institute, Austin (1881), and Whitesboro' Normal, Whitesboro' (1880). The former, under the auspices of the American Missionary Association, is for colored pupils, and has primary, grammar, normal, preparatory, and collegiate departments. The normal course covers 4 years and requires thorough preparation in the grammar department for admission. A total attendance of 252 was given for 1881; of that number 31 were normal students. The Whitesboro' Normal has primary, grammar, and collegiate departments, and after 1880-'81 was to have a normal class. From the American Normal School, Kellyville, no information has been received.

Mansfield College, Mansfield, for both sexes, and Soule College, Chappell Hill, for young women, offered normal training, and Marvin College, Waxahachie, announced that a department for such instruction would be organized and made as efficient as possible in 1881-'82.

TEACHERS' INSTITUTE.

The secretary of the board of education, by means of aid granted from the Peabody fund, inaugurated on the 4th of July, 1881, seven normal institutes, which lasted from 5 to 6 weeks, with an aggregate attendance of 451. The one at San Marcos, with 110 teachers in attendance, was the largest; the one at Orange, with 30 present, was the smallest of 6 reported. The work in all was encouraging, and arrangements were made for holding similar meetings in 1882.

EDUCATIONAL JOURNAL.

The Texas Journal of Education, a paper devoted to public school interests, begun in August, 1880, and continued through 1881, was published at Austin. O. N. Hollingsworth, secretary of the State board of education, has been the editor, assisted by Mrs. Hollingsworth. Many subjects of educational importance are ably discussed. Normal schools and institutes, as well as all means for the aid and improvement of the teachers, receive special attention.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Information in regard to schools of this class is even more meagre than in former years. In 1879-'80 it was known that such schools were sustained in Brenham, Denison, Houston, and San Antonio. In 1881 Weatherford reported a class in the first grade of the high school and Austin a 4 years' course, but no statistics for that grade.

OTHER SECONDARY INSTRUCTION.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 11 institutions of this class in the State, 9 present statistics for 1880-'81, and another (St. Joseph's College, Brownsville) reports that it had been closed and its buildings used for a yellow fever hospital. It was not to be reopened till 1883. The remaining one (Salado College) has made no report of courses since 1873, and none of statistics since 1878. Of the 9 reporting, Southwestern University, Georgetown (Methodist Episcopal South), and Marvin College, Waxahachie (non-sectarian), gave instruction in schools of English, Latin, Greek, mathematics, &c. Baylor University, Independence (Baptist), at the date of its latest catalogue, appeared to have the same arrangement. St. Mary's University, Galveston (Roman Catholic), makes report of preparatory students only. The other 5, all with arrangements for preparatory study and generally with the customary 4 years of collegiate study, were Henderson College, Henderson (non-sectarian); Mansfield Male and Female College, Mansfield (non-sectarian); Austin College, Sherman (Presbyterian); Trinity University, Tehuacana (Cumberland Presbyterian), and Waco University, Waco (Baptist). The last two mentioned, admitting women, had special courses for them, as well as commercial courses; Henderson and Marvin, also admitting them, allowed such courses. For statistics of those that have reported, see Table IX of the appendix; for a summary of them, a like table in the report of the Commissioner preceding.

The State University has been located at Austin, on a site of 40 acres set apart many years ago, with its medical department at Galveston. The board of regents met and organized in November, 1881, at which meeting they established the several departments of the university, defined the general plan of the buildings, and provided for advertising for plans and specifications for the same.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides 6 of the colleges above mentioned that admit women to like privileges with young men, 13 schools claiming collegiate rank, 7 of them chartered, are on the lists of this Bureau. Four of these 7 report for 1881 a total of 34 instructors, with 197 preparatory and 268 collegiate students. Another reports 17 instructors and 103 students, without distinguishing the preparatory and collegiate. All the 5 taught music, drawing, and (with one exception) painting, giving instruction also in French and German, to which 2 added Spanish. The courses in most of these schools are fairly advanced for a comparatively new region, and some compare well with those in the older States.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Texas, College Station, organized in 1876 on the basis of the congressional land grant, with 7 schools, has undergone a radical change in its plan of instruction and is in reality now a school of agriculture and mechanics. The course of instruction embraced 2 courses for theoretical and practical professional training in agriculture and mechanics of 4 years each, in 1880-'81. The freshman year is the same for both. By an act of the legislature of March, 1881, there are to be 3 students from each senatorial district, appointed by the senators and representatives and maintained and instructed free of charge. The State students are assigned a course of study in accordance with their appointment; pay students may make their own selection, but no other distinction is made. The study of ancient and modern languages is optional, but must not interfere with the regular course. The farm of 2,416 acres, with 230 acres fenced, has some good stock, improved machinery, an orchard, a vineyard, and vegetable garden. There are also connected with the college well equipped chemical and physical

laboratories, with the necessary apparatus, a drawing academy well fitted out, a complete set of meteorological instruments from the United States Signal Office, a series of shops, with a steam engine and the latest and most approved kinds of tools and machinery, and many other things necessary for practical illustration and instruction in the branches taught. There were 127 students reported, all taking the full course, under 9 instructors.

PROFESSIONAL.

Theological departments are reported in Baylor University, Independence (Baptist), and in Trinity University, Tehuacana (Cumberland Presbyterian). Both have full 2 years' courses. The former reports 2 professors and 7 students; the latter, 1 professor and 19 students.

There are no schools for *legal* training reporting, nor in 1881 does there seem to have been any for instruction in *medicine*, the Texas Medical College and Hospital, Galveston, the only medical school in the State, having suspended its teaching work because of the intention of the regents of the State University to locate the medical school at Galveston.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, founded in 1856, reported the school in successful operation in November, 1881, with 6 teachers and 94 pupils, about 30 per cent. receiving instruction in articulation. This institution is connected with the State board of printing, the State printer giving instruction in that art to the pupils. The printing office of the institution is a source of revenue to the State. Shoemaking, farming, and gardening are also taught to the boys, while the girls learn sewing and housework.—(Report.)

EDUCATION OF THE BLIND.

The Texas Institution for the Blind in 1880 reported 13 instructors (3 of them blind), 10 employes, and 84 pupils. There are 3 departments: literary, musical, and mechanical. In the first the common school branches, ancient and modern history, natural philosophy, and natural history were taught; in the second, vocal and instrumental music; in the third, broom, mattress, and pillow making, cane seating, piano and organ tuning and repairing, cutting and sewing, both by hand and machine.—(Report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

A called session of the State Teachers' Association was held at Austin, January, 1881, in the interest of higher education. A memorial embodying a plan of organization for the State University was submitted to the governor. The report of the State board of education was discussed and adopted as a report of the committee of the association on changes in school laws. A resolution urging the inauguration of a system of county superintendency was discussed and unanimously passed.

A regular annual meeting of the State educational association to convene at Corsicana, in June, 1881, was announced, but no report of the proceedings is at hand.

CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary State board of education, Austin.*

Mr. Hollingsworth, who entered office in 1874, has been succeeded by Hon. B. M. Baker.

VERMONT.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
outh of school age (5 to 20).....	299,463	-----	-----	-----
ublic school enrolment.....	75,238	73,648	-----	592
verage daily attendance.....	48,606	49,700	1,094	-----
er cent. of attendance on enrolment.....	64.6	66.5	1.9	-----
ttendance in private schools.....	7,123	7,506	383	-----
SCHOOL DISTRICTS AND SCHOOLS.				
umber of school districts.....	2,359	2,353	-----	6
umber of public schools.....	2,597	2,561	-----	36
verage term in days.....	125	124	-----	1
TEACHERS AND THEIR PAY.				
en teaching in public schools.....	725	678	-----	47
omen teaching in public schools.....	3,601	3,741	140	-----
hole number of teachers.....	4,326	4,419	93	-----
achers who had attended a Vermont normal school.....	542	576	34	-----
verage monthly pay of men.....	\$27 84	\$29 76	\$1 92	-----
verage monthly pay of women.....	17 44	16 84	-----	\$0 60
INCOME AND EXPENDITURE.				
ceipts for public schools.....	\$417,491	\$454,832	\$37,341	-----
penditure for public schools.....	454,285	447,252	-----	\$7,033
PUBLIC SCHOOL FUND.				
ount of available school fund.....	\$669,087	\$669,087	-----	-----

^a United States census of 1880.

From reports of Hon. Edward Conant, State superintendent of education, for the two
as indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

State superintendent of education, elected by the legislature at each biennial ses-
sion, has general charge of school interests. Local officers are county examining boards
members, appointed by town superintendents for the examination of teachers; town
superintendents, elected annually by the people; and in towns where the district system
has been abolished boards of 3 or 6 directors elected for 3 years, and in districts a mod-
erator, a clerk, a collector of taxes, a treasurer, 1 or 3 auditors, and a prudential com-
mittee of 1 or 3 elected by the people for one year. Any town having a high or central
school or schools must elect for such high school a prudential committee of not more than
three to hold office 3 years, 1 going out each year. A law of 1880 gives women the same
rights as men to hold offices relating to school affairs, also to vote in school district meet-
ings and for town clerks, school commissioners, and superintendents.

OTHER FEATURES OF THE SYSTEM.

Public schools are supported by district and town taxation, the income of town school
funds and of the United States deposit fund. The interest on the last is apportioned

on the basis of population. One-half the town school moneys is apportioned to the number of children between 5 and 20 attending public schools, the among the districts equally without regard to population, except when the sum to \$1,200 or more, in which case two-thirds of it are apportioned on the basis of population. Towns failing to assess school taxes forfeit to the county a sum equal to the amount required to be raised by such tax, with costs. Each town must support one or more schools in which the common school branches are taught, including reading, writing, drawing, history, the Constitution of the United States, and good behavior. The attendance of children between 8 and 14 is compelled for at least 3 months in the year; they have been otherwise instructed. The employment by manufacturers of children between 10 and 14 that have not attended the public schools at least 3 months in the preceding year is forbidden. Parents, guardians, and employers render themselves liable to a penalty of from \$10 to \$20 for an infraction of the law. Any town may establish one or more higher schools if the voters desire it. Teachers must possess certificates of qualification to teach in order to be entitled to pay from public funds; they must make report of school statistics annually to the district clerk or freeholder, and town superintendents must report annually to the State superintendent, the latter biennially to the legislature. The State superintendent is required to hold county institutes for teachers whenever so requested in writing by a certain number of teachers, and when not so requested he may hold educational meetings if in his opinion it shall seem best. — (Revised school law.)

GENERAL CONDITION.

The statistics presented show that 1,094 more pupils were in average attendance in public schools than in 1879-'80, although there were 6 fewer school districts reported, and 36 fewer public schools, bringing the reported enrolment 592 below that of the preceding year. The number of teachers employed (comprising fewer men and more women) was greater by 93; the number who had attended Vermont normal schools was greater by 10; the average monthly pay of men was increased by \$1.92, and that of women, although less than elsewhere in the United States, was decreased by 60 cents. Less money was expended for all public school purposes, although \$37,340 more were received from taxes.

The ungraded district schools, in which are enrolled about six-sevenths of the pupils attending public schools, are not accomplishing, it is said, what they should. The reasons given for this is the collection of population in business centres, leaving rural districts thinly populated and reducing the size of the district schools. The teachers, being young and taxes high, cheap teachers are too frequently employed. School buildings and surroundings are often neglected and pupils leave at an early age. In some of these hindrances have been overcome by a few energetic persons, and so a number of the best schools in the State are among the ungraded. In these districts school-rooms are well cared for, good teachers are employed, and wise supervision is given. Instances are exceptional. A majority of the ungraded schools greatly need better management and public sentiment demands that it be made. Among desirable changes in the course of study the superintendent suggests the simplification of text books on the one hand, and the omission of many unimportant details in geography and history, to save time for reading and language lessons and elementary work in the natural sciences.

Graded schools have been steadily-increasing in number during the last 30 years, now enrolling over 10,000 pupils. There has also been an improvement in the quality of the instruction, particularly in primary departments. It is suggested, however, that in the future there may be danger of crowding the courses of study too full, of giving too much attention to routine, and thus of sacrificing the interests of the scholar to the system of report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Burlington has a board of school commissioners of 6, 1 from each of the 5 wards, and the city superintendent as president; Rutland, a board of education of 9 members, and in both cities there are school superintendents.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Number of teachers.
Burlington.....	11,365	3,258	1,425	31
Rutland Village.....	7,502	1,059	1,059	1

ADDITIONAL PARTICULARS.

and its schools as primary, intermediate, grammar, and high. It also evening schools. Out of the 33 teachers in 1881, 24 were holders of al school, or collegiate diplomas, though only 2 of them were from the Vermont. Special teachers of drawing, writing and book-keeping, were employed in addition to the 33 enumerated, and also 6 pupils were occasion for them. Enrolment and average attendance increased, finished. Corporal punishment was rarely inflicted. A taste for reading and good books were supplied. Schools, graded as primary, secondary, intermediate, grammar, and high. In the interests of school improvement, advises more thorough ex-ers, their permanent employment, an increase in the pay of women, the district to the town system.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

al schools, at Castleton, Johnson, and Randolph, are only in a certain tions. The State owns no property in them and they are not under ol, but a certain amount of money is appropriated to them each year. amounted to \$7,300. Each school receives \$250 every half year and dition that the trustees furnish a like amount for current expenses. s for one scholarship from each town at the rate of \$24 a year. As olarships applied for exceeded that of the towns and doubts had ethod of distribution, a more definite legal enactment was called for. Randolph schools report 359 normal students (all but 96 of them aduates. The school at Castleton sends no statistics for 1880-'81, be- of principal without transfer of records. Each school has 2 courses ry and advanced. Graduates from the first receive a State license to schools for a term of five years. Those from the second receive a 10 years.

INSTRUCTION IN SCHOOL DEPARTMENTS OF GRADED SCHOOLS.

instructing teachers may be organized and conducted under the gen- e State superintendent in graded schools situated in counties in which school. The certificates of graduation have the same power as nor- tes.

TEACHERS' INSTITUTES.

s the State superintendent to hold a teachers' institute in each county to do so in writing by 25 teachers or in sparsely settled counties by judgment it be best, he may hold from 2 to 5 educational meetings in chers have not requested institutes. He may employ assistants and ublic money for each meeting. her educational meetings were held in all the counties during the two he report, but their statistics for 1880-'81 cannot be given, not be- from those of the other year. In March, 1881, at a meeting of the Chittenden County, it was voted to hold an educational meeting in county during the year, and such meetings were actually held in 11

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

e for instruction in the higher branches in any district having more object to the will of the voters of the district; and any town may by or more central schools for advanced pupils. Arrangements are made, circumstances, by prudential committees, for the instruction of public ademies. ng the year 1,818 pupils attending public high schools, of whom 700 reek or both, 117 were graduated, and 59 fitted for college. Many of the prominence given to classical studies in these schools and urge ance of the sciences as the basis of industrial pursuits; while, it is s are overcrowded, there is a demand for skilled workmen, and the t have a knowledge of scientific methods.

OTHER SECONDARY SCHOOLS.

business colleges, private academic schools, and preparatory depart- see Tables IV, VI, and VII of the appendix, and for a summary, see es in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont*, Burlington (non-sectarian), offers departments of the arts, in applied science, and in medicine, the first two being open to young women on the same terms as to young men. The department of arts comprises the usual studies in languages, mathematics, physical sciences, mental, moral, and political philosophy, rhetoric, literature, and history. For admission to the academic department a student must be at least 16 years old, must pass an examination in English studies, mathematics, and Latin and Greek, or have certificates from some preparatory school. A course of study is approved. In the latter case they are on probation during the first term. The scientific and medical departments of the university will be notified as they are organized.

An addition of about 300 volumes was made to the library during the year, and a large number of half of them public documents. The museum, also, received a number of new additions, among them a collection of Indian curiosities made by Capt. O. O. Howard, Eleventh United States Infantry, illustrating the usages and habits of the tribes of the Northwest. But the most considerable gift received during the year was a collection of \$50,000 from John P. Howard, esq., of Burlington, for the endowment of a department of natural history. The surplus of the income above the salary is to be applied to the enlargement of the cabinets and the library.

Middlebury College, Middlebury (Congregationalist), exclusively for young men, received gifts amounting to \$87,000 during the year.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for a higher education afforded young women in the University, one institution exclusively for them is reported, the Vermont Female Seminary and Female College, Montpelier. It is authorized to confer degrees in the liberal arts. It sends 7 distinct courses of study, among them a classical and a Latin scientific course, each 4 years. The modern languages, business, and music also receive special attention.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College of Vermont*, a department of the State University, provides courses of study in agriculture and related branches, chemistry, engineering, mining, leading to the degrees of PH. B., C. E., and M. E. Applicants for admission must be at least 15 years old and must pass an examination in the common branches, algebra through quadratic equations, and plane geometry. A winter session has been arranged for the benefit of farmers who cannot attend in the summer. In this the aim is to give only a general outline of the subjects treated, to point out the best methods of study and most trustworthy sources of information, to stimulate private study, and thus prepare the way for more intelligent work on the part of the students.

Lewis College, formerly Norwich University, Northfield, for 1880-'81 reports that in a 4 years' scientific course of study and 4 graduates who received the degree of PH. D. a library numbering about 4,000 books, and grounds and buildings valued at \$100,000.

For further statistics, see Table X of the appendix, and for a summary, see a comparative table in the report of the Commissioner preceding.

PROFESSIONAL.

No theological or legal schools report from this State.

The medical department of the University of Vermont, Burlington, reports that in the class of 171 (the largest that ever attended the institution) and 50 graduates there were 17 weeks each, the seven required branches of medical science are treated. For graduation must have attended at least two lecture courses and must have attended medicine 3 years, including the 2 required lecture terms. Chemical work is not required, nor is a knowledge of medical botany essential to a diploma, and no examination for admission is required. In addition to the regular courses, lectures are given on a variety of medical topics by distinguished specialists, and a preliminary course of nearly 5 months may be attended. Ample opportunities for clinical study are afforded by the Mary Fletcher Hospital, whose grounds adjoin those of the university.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Vermont has no institution for the instruction of the deaf, the blind, or the feeble-minded, but makes provision for their education in the American Asylum, at

Institution for Deaf-Mutes, Northampton, Mass.; the Perkins Institution for the Blind, Boston; and the Massachusetts School for the Blind, Boston.

Report from the deputy secretary of state, there were maintained during 1880-81 at the American Asylum 17 deaf-mutes and at the Clarke Institution, 4, making a cost to the State of \$7,120.37; at the Perkins Institution, 8 blind of \$4,850; at the Massachusetts School for the Feeble-Minded, 3, at a

REFORMATORY TRAINING.

The Reformatory School, Vergennes, gives instruction to boys and girls in the common English branches and geometry; also, in farm, shop, and house work, besides moral training, which is considered more important than all else. Under instruction during 1880-'81, committed by the county and city courts and guardians. All were native born and all boys but 19. This school is to be classed with penal institutions, its design being not to punish, but to preserve.

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

For orphan and destitute children, the Providence Orphan Asylum and the Home for Destitute Children (non-sectarian), both at Burlington, support 172 children under instruction during the year. The Home for Destitute Children is supported by an endowment and contributions; admits children one to ten, instructing them in the common English branches and in cane seating. The Asylum is supported by voluntary gifts; admits children two to ten; instructs them in the common English branches, teaches them farming and housework.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATION.

The annual meeting of the Vermont Teachers' Association was held at Burlington, October 10-12, 1881. After an address of welcome by Rev. W. S. Hazen and Rev. J. H. Cilley, a paper on "The province of the State in education," by Rev. J. D. Emerson, was read. On the following day an address was delivered on "The province of education," by Principal O. S. Johnson, Bakersfield. "How can the qualification for teachers be raised?" was discussed by Prof. Charles F. Johnson. Mr. Dole thought the first thing is to create a popular demand; another recommended a change in the methods of examination of teachers. In the afternoon an address was delivered by Rev. J. D. Emerson, entitled "The province of education," in which it was urged that teachers should study to make progress in the art of asking questions. Principal Edward Conant, of Johnson's Academy, principal of the high school and academy in the school system, and principal of St. Johnsbury Academy, objected to normal department with academical institutions. J. J. Randall, superintendent of schools, made some remarks to show the desirability of paying more money for teachers. George A. Brown, of Bellows Falls, urged the necessity of a high normal school for teachers. Hon. Justus Dartt, State superintendent of education, read a paper on "The moral hygiene of the school." and President H. M. Buckham, of the Vermont Teachers' Association, on "The moral hygiene of the school." On Friday morning, a session, in which reports were made by committees and officers were received. On the following year, a paper on "The life and work of Mrs. Fannie K. Kyle" was read by Alice M. Guernsey, of Saxton's River. Rev. H. T. Fuller, of St. Johnsbury, presented a paper entitled "Among the schools of Europe," and a paper on "The teacher's need and means of growth." of Norwich, now connected with the United States Bureau of Education.

VERMONT COLLEGE OF TEACHERS.

The Vermont College of Teachers, incorporated in 1881, was formed by the leading educators of the State for the advancement of educational interests. One of its aims is to secure the recognition of teaching as a profession, "and make prominent the distinction between the teacher and the educational tramp." The first public meeting was advertised to be held at Burlington, December 1, 1881, but no account of its proceedings has been received.—(Journal of Education, 1881.)

CHIEF STATE SCHOOL OFFICER.

JUSTUS DARTT, State superintendent of education, Acuteville.

First term, December, 1880, to December, 1882; second, to December, 1884.]

VIRGINIA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	D
POPULATION AND ATTENDANCE.				
White youth 5-21	314, 827			
Colored youth 5-21	240, 980			
Youth of school age, according to State census.	555, 807	556, 665	858	
Whites in public schools	152, 136	162, 087	9, 951	
Colored in public schools	68, 600	76, 959	8, 359	
Whole reported enrolment	220, 736	239, 046	18, 310	
Whites in average daily attendance	89, 640	92, 922	3, 282	
Colored in average daily attendance	38, 764	41, 565	2, 801	
Whole average daily attendance	128, 404	134, 487	6, 083	
Whites studying higher branches	6, 627	7, 530	903	
Colored studying higher branches	635	609		
Pupils who are supplied with free text books.	4, 290	5, 128	838	
Pupils in private schools	25, 692			
Number of these in high grades	4, 495			
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	3, 598	3, 939	341	
Schools for colored pupils	1, 256	1, 443	187	
Whole number of public schools	4, 854	5, 382	528	
Number of these graded	205	234	29	
Average time of schools, in days	113	117½	4½	
School-houses owned by districts	2, 395	2, 683	288	
School-houses built during the year	216	285	69	
Valuation of all public school property.	\$1, 177, 545	\$1, 199, 333	\$21, 788	
TEACHERS AND THEIR PAY.				
White teachers in public schools	4, 088	4, 465	377	
Colored teachers in public schools	785	927	142	
Whole number of teachers in the public schools.	4, 873	5, 392	519	
Number of men teaching	3, 009	3, 208	199	
Number of women teaching	1, 864	2, 184	320	
Average monthly pay of men	\$29 20	\$29 18		
Average monthly pay of women	24 65	24 92	\$0 27	
Teachers in private schools	1, 609			
INCOME AND EXPENDITURE.				
Whole income for public schools	\$1, 290, 288	\$1, 335, 984	\$45, 696	
Whole expenditure for them	946, 109	1, 100, 239	154, 130	
STATE SCHOOL FUND.				
Amount of permanent fund	\$1, 468, 765	\$1, 518, 845	\$50, 080	

a According to the United States census of 1880, the population between 5 and 21 numbers 555,807.

b Including balance on hand from previous year of \$221,669.

(From returns and reports of Hon. William H. Ruffner, superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

l system is administered by a superintendent of public instruction, general assembly for 4 years; a State board of education, composed of the governor, and the attorney general; county superintendents, ap- State board and confirmed by the senate for 4 years; district school ed by a school trustee electoral board composed of the county superin- ty judge, and the county attorney; and subdistrict school directors.

OTHER FEATURES OF THE SYSTEM.

ools are free to all persons of school age residing within the school dis- and colored persons are taught in separate schools. The number of free ed, according to the funds available for the purpose, by the State board of duty it is to guard against so great a multiplication of schools as will er of instruction. Where the number of children is sufficient, preference schools. The schools receive for their support (1) State funds, embrac- interest of the literary fund, a capitation tax not exceeding \$1 on all a property tax of not less than 1 nor more than 5 mills on \$1 (as the shall from time to time order); (2) county funds, embracing fines, pen- ons, and a tax not to exceed 10 cents on \$100; and (3) district funds, penalties, and a tax not to exceed 10 cents on \$100. Cities of the first g a population of 10,000 or upwards) and cities and towns of the sec- (excluding all other cities) may levy, for the support of public free schools, d 3 mills on \$1 and a capitation tax not to exceed 50 cents for all pur- fund is apportioned by the State superintendent of public instruction l counties and cities on the basis of the number of children from 5 to by a census taken every five years and by the best official authority at ool districts, to receive State money, must provide school-houses, fur- necessary appliances, and no school may receive State funds that has not onths during the year. Teachers' certificates, good for 1 or 2 years, bility, experience, and success of the applicants, are given by the county From among the number holding such certificates teachers are chosen ectors; but they are employed by the district trustees. Each county required to hold at least one teachers' institute during the year, which epected to attend; and, if this attendance should cover any part of a are not to lose pay for the time spent at the institute.

GENERAL CONDITION.

ate superintendent whether any progress was made in 1881 in school methods of teaching, a majority of the county superintendents answer e of them reporting decided progress and improvement, especially in teachers attended the normal institutes. A comparison of statistics shows a positive gain at almost every point, the most noticeable facts of 18,310 in enrolment and of 6,083 in average attendance, which was e of 528 schools. An increase of 29 in the number of graded schools number of pupils studying higher branches also marks improvement normal institutes held by means of aid from the Peabody fund in 1880 en a great benefit to the schools by improving the methods of instruc- the State superintendent hopes to interest the legislature in these schools, ate aid for them.

AID FROM THE PEABODY FUND.

unt of \$5,150 was received by this State in 1880-'81. Of this the sum ended for teachers' institutes; \$1,450 for scholarships, to enable selected to study at the Normal College, Nashville, Tenn.; \$200 for the Educa- d \$500 for Hampton Normal Institute.

KINDERGÄRTEN.

of this class report for 1881: the American Kindergarten, Lynchburg; ergarten, Portsmouth, and American Kindergarten, Richmond, with dence of 48 children. For full statistics, see Table V of the appendix; e the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities not divided into wards constitute a single district; in cities divided into wards each ward constitutes a school district. The control of school affairs is in the hands of a school board composed of not more than 3 trustees from each district.

All cities of 10,000 or more inhabitants must (and all others may) have a city superintendent of schools, appointed by the State board of education, subject to confirmation by the senate.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Public schools.	Enrolment in public schools.	Average daily attendance.	Number of teachers.
Alexandria a.....	13,659	4,582	21	1,204	911	19
Danville b.....	7,528	.....	15	994	508	15
Lynchburg a.....	15,959	4,907	32	1,872	1,171	31
Norfolk b.....	21,986	6,706	28	1,642	1,169	26
Petersburg a.....	21,656	7,208	28	2,068	1,518	28
Portsmouth a.....	11,390	3,210	14	997	575	14
Richmond c.....	63,600	21,536	133	6,993	5,739	143

a From city return.

b From State report.

c From city report.

ADDITIONAL PARTICULARS.

Alexandria valued its school property in 1881 at \$49,400 and reported 4 school-houses, with 21 rooms and 1,150 sittings for study. The schools were graded as primary, grammar, and high. Pupils in the seventh grammar grade receiving instruction in some of the higher English branches, such as physical geography, algebra, and geometry. Length of session was 180 days; 5 men and 14 women were employed as teachers. There was a gain of about 4 per cent. in enrolment of white and of 35 per cent. in enrolment of colored pupils, the latter attributed to the closing of a Protestant Episcopal school for colored pupils and of one or two private schools. The average attendance of colored children, notwithstanding a severe winter, increased nearly 37 per cent., a ratio than the increase in enrolment, while the average attendance among whites increased only 2 per cent. There were 629 cases of corporal punishment reported against 1,073 for 1880, and 1,019 cases of tardiness against 916 for 1880. An enrolment of 1,100 is given for private schools. — (City report.)

Danville reported through the State superintendent graded schools for both whites and colored children. Those for whites, with 7 grades, were taught by 8 teachers 9 months, with an enrolment of 414 and an average daily attendance of 223; those for colored had also 7 grades, with 7 teachers, a session of 6 months, and an enrolment of 285 in average attendance. — (State report.)

Lynchburg reported 5 buildings, with 32 rooms and 1,350 sittings, valued at \$100,000. The schools are graded as primary, grammar, and high, and were taught 194 days by 14 teachers. There were 119 colored and 7 white men, 4 colored and 20 white women. An enrolment of 1,119, average attendance of 88, was given for the high school. Private schools enrolled 285. — (State report and return.)

Norfolk reported to the State superintendent 18 public schools for whites and 8 for colored, taught for 190 days by 18 white and 8 colored teachers. The schools are graded as primary, grammar, and high, and were taught 194 days by 14 teachers and under the charge of 5 principals for white and 2 for colored. The average monthly pay of men teaching was \$80.12, and of women, \$52.63.

Petersburg reported 6 school-houses containing 28 rooms, valued, with sites, furniture, &c., at \$57,000. The 4 schools for whites are graded as primary, grammar, and high, and the 2 for colored, as primary and grammar. The whole enrolment of whites was 1,100, or 93.3 per cent. of the school population, that of colored, 254, while 93.3 per cent. of the daily enrolment of whites and nearly 94 per cent. of the average daily enrolment of colored were in average daily attendance. The schools were taught 185 days by an corps of teachers, 16 women and 12 men, besides a principal and special teacher in each. The superintendent reports the schools as improving at all points. The total enrolment of 1,200 is given for private schools. — (City report and return.)

Portsmouth reported 14 primary schools, 10 for white and 4 for colored children, located in 3 school-houses, with 14 rooms, and valued its school property at \$100,000. The schools were taught 202 days by 14 white teachers, 4 men and 10 women. There were 819 enrolled in private schools. — (State report and return.)

Richmond expended \$18,766 for the construction and improvement of school buildings and for school furniture, and valued its entire school property, thus improved, at \$1,000,000.

ouses were reported, 8 for white and 5 for colored pupils; 12 of these and 51 colored schools, divided into 91 primary and 40 grammar high schools, taught by 126 white and 17 colored teachers. With a of more than 20,000 and an enrolment of 6,993, there were sittings owing the need of greater accommodations. The schools were in session. The average daily attendance in this year, as in other years, was 4.4 per cent. in white schools and 97 per cent. in colored on the average. The high school for whites, with an enrolment of 282 pursuing including Latin, modern languages, and some branches of natural sciences, 13 girls and 2 boys, in 1881. The colored normal school reported a course of a lower grade than the high school; as the model school in it has been discontinued for want of room and the normal instruction is independent recommends a further course of normal instruction for its as for those of the high school; with an enrolment of 290, there were young men and 2 young women.—(City report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Schools reporting for 1881 are Bridgewater Normal School, organized in Normal and Agricultural Institute, organized in 1868 for colored and St. Stephen's Normal School, Petersburg, organized in 1871 for colored Richmond Normal School for colored. The first mentioned reports 87 es no distinction as to what number were in the normal department. instructors in all its departments, 305 normal students, 80 Indians, from the 3 years' normal course, of whom 38 engaged in teaching. St. l, under control of the Protestant Episcopal Church, reported 7 students in all departments, 25 of them in the normal course. The normal is a part of the public school system of that city and had 66 of whom 9 graduated.—(Returns.)

GENERAL TEACHERS' INSTITUTES.

ate Institute for Colored Teachers was held in the buildings of the Normal Institute, Hampton, June 28 to July 15, 1881, with an aggregate of 141. The exercises were conducted by Prof. H. P. Warren, of the State Normal School, assisted by Misses Reed and Cate, of the same Mr. J. Freeman Hall, of Dedham, Mass. The entire time of the institute discussions on the development of reading, number work, geography, some extent, map drawing.

institutes for white teachers were held in 1881, one at Abingdon, in the Washington College, the other at Front Royal. The former was conducted by A. Newell, of Maryland, assisted by Mr. J. P. Thomas, principal of School, Richmond; Mr. J. G. Swartz, principal Lexington Public School, Ruffner, daughter of Superintendent Ruffner, a graduate of the Normal School. The enrolment, during the 4 weeks the institute lasted, an average attendance of 265, representing 25 counties. The work general, class, and optional exercises and lectures. General exercises morning and morning devotions, learning selections from the best English of history by topics, and lectures on some point of school management of teaching; the "grading of country schools" was a topic discussed. Class exercises consisted in class recitations, for which the students sections; geography and map drawing, arithmetic, grammatical analysis, and reading were the principal subjects taken up. The optional exercises (athletics, literary and musical soirées) took place out of school hours attended. Seven evening lectures, three by State Superintendent Ruffner citizens as well as members of the institute.

Normal Institute was conducted during its 4 weeks' term by Dr. Edward Normal School at Millersville, Pa., assisted by Profs. E. O. Lyte, W. Lansinger, and Miss M. Frances Boice. The work was divided into and class drills. The principal lectured three-quarters of an hour every subjects connected with the science and art of teaching. Class drills in music, mathematics, geography, history, object lessons, reading, and even daily. The teachers formed a reading club, which met out of a, glee club. These contributed to the evening entertainments free-State Superintendent Ruffner and others delivered lectures. There dance on this institute, including teachers from 53 counties, 10 county superintendents.—(State report.)

COUNTY INSTITUTES.

A rule of the State board of education requires the holding of at least one institute a year in each county by the county superintendent. Of the counties reporting to the State superintendent 21 held no institute, while 33 held more than one, Lynchburg reporting 14, Petersburg 10, and Alexandria 9.—(State report, 1880-81.)

EDUCATIONAL JOURNAL.

The Educational Journal of Virginia is a monthly publication issued at Richmond. Its general department is devoted to education and literature and its official department edited by the State superintendent, gives full information in regard to the State. It is the official organ of the State Teachers' Association as well as of the State superintendent. It was in its twelfth volume in 1881.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The higher branches may be introduced into any school with the sanction of the county school board, and may be discontinued at the option of the board. The State superintendent reports 8,139 pupils studying higher branches, an increase of 10 per cent. over the previous year, but gives no definite information as to high schools established in the cities of Danville, Lynchburg, Norfolk, and Richmond reported high schools while Liberty, Lynchburg, Petersburg, Richmond, Staunton, and Winchester. The Petersburg high school for 1881, or grades that imply the existence of them. The Petersburg high school had 109 pupils; the Richmond high school for whites, 282; the Richmond normal school, which appears to serve more as a high school for the colored race, had 66 who were reported as normal students. Cumberland College and Turkey Creek Seminary, Lee County, ranked among the State graded schools (probably as private schools receiving public pupils), also indicate high school grades.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix. For summaries of statistics, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The University of Virginia, Albemarle County (non-sectarian and supported by the State), is free to students from Virginia over 18 years of age, and offers successful candidates, residence immaterial, at a competitive examination, 11 scholarships good for 1 year, divided among its various departments. The undergraduate studies are arranged in 12 schools, viz: Latin, including instruction in Sanscrit; Greek, in Hebrew, if desired; modern languages (including French, German, Italian, and Anglo-Saxon); moral philosophy; history, general literature, and rhetoric; mathematics, pure and mixed; natural philosophy; general and applied chemistry; mathematics; analytical and agricultural chemistry; agriculture, zoölogy, and natural history and geology. There are also departments of medicine, and agriculture. An aggregate of 357 students in all schools and departments was reported in 1880-81. In 1877 Mr. Leander J. McCormick, of Chicago, offered to the university a reflecting telescope which he had had constructed at a cost of nearly \$50,000, on condition that the funds necessary to erect an observatory and endow a chair of astronomy be raised by the university. In April, 1881, it was announced that the amount had been raised, Mr. W. H. Vanderbilt, of New York, contributing \$25,000 and other friends in the State giving \$50,000. Mr. McCormick then added \$18,000 for the purchase of the observatory, which was commenced at once.

To the museum of natural history and geology provided for by Mr. Lewis B. Rogers, of Rochester, N. Y., in 1875, at a cost of \$68,000, and since improved by others at a cost of \$12,000, Mr. Brooks's brothers are reported by the visitors of the university in 1880-81 to have added a valuable botanical collection by a gift of \$4,000.

Of the 6 other institutions of this class reporting for 1881, the Randolph Macon College, Ashland; Washington and Lee University, Lexington; and Richmond College, Richmond, arrange the courses of study, like the University of Virginia, in separate departments. Emory and Henry College, Emory; Hampden Sidney College, Hampden Sidney; Roanoke College, Salem, have preparatory departments and a 4 years' classical course with opportunity for some scientific study. William and Mary College, Williamsburg, is understood to have almost wholly suspended its instruction from want of funds.

of the several institutions, see Table IX of the appendix ; for summary of the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

full statistics of institutions for the higher education of young women, the appendix, and a summary thereof in the report of the Commissioner

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

action is found in 3 of the regular colleges reporting, Emory and Henry 3 years' scientific course and Washington and Lee University and the Virginia courses in civil engineering and general science, the last named engineering and a course in agriculture, zoölogy, and botany of 2 to 3 stocked museum for illustration of the instruction given and an ex- for practice.

scientific schools reporting for 1880-'81 are (1) the Virginia Agricultural College, Blacksburg, organized in 1872, which offers free tuition to State part of the congressional land grant, and has a scientific course of 4 with practical work on the farm and in the shop, to the degree of graduate or in mechanics; (2) Hampton Normal and Agricultural Institute, organized in 1868 for the education of the colored race and since has also, receives the benefit of a portion of the land grant and offers a the first 2 years including elementary studies and the last higher mathe- scientific instruction, as well as opportunity for practice on the farm, and in the shops; (3) the Virginia Military Institute, Lexington, which receives an annual appropriation for its support from the State one State cadet from each senatorial district. A 4 years' course includes natural sciences, civil and military engineering, and mechanical draw- course in a special school of applied science is also offered.

ic Institute, New Market, has not reported since 1880. see Table X of the appendix; for a summary of them, the report of the preceding.

PROFESSIONAL.

schools reporting are Union Theological Seminary, Hampden Sidney 1824; Richmond Institute, Richmond (Baptist), 1867; Theological Sem- ingelical Lutheran General Synod South, Salem, 1832; and the Protes- neological Seminary of Virginia, Theological Seminary P. O., 1823. An admission of applicants who are not college graduates is required by all courses are offered. At the last named there is also a preparatory and Institute, which is for colored students, has 3 years' preparatory and c courses before the theological. For statistics, see Table XI of the a summary, the report of the Commissioner preceding.

s having a department for legal instruction are Richmond College, the ginia, and Washington and Lee University. All offer a 2 years' course, ion of the student, may be completed in one year, although the full 2 9 months each year, is advised. Washington and Lee University per- vowing 2 years to the course in law to pursue certain academic studies e, without additional expense. For statistics, see Table XII of the r summaries of them, the report of the Commissioner preceding.

tion is given in the medical department of the University of Virginia al College of Virginia, Richmond. Both have graded courses of 2 years) and daily examinations on the studies of the preceding day and course. examination for admission is required, and students able to pass exam- idies of the 2 years may graduate in one year. The latter requires one a reputable physician before admission, as well as attendance on 2 full and will admit no student to examination for the degree who has not east one session.

students, by attendance on the lectures of the Medical College of Vir- g a satisfactory examination, may receive a diploma in pharmacy.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

stitution for the Deaf and Dumb and the Blind, Staunton, founded in d since that time 530 deaf-mute and 253 blind students. The depart-

ment for the deaf and dumb for 1881 reports 96 pupils taught the common branches, history, free hand drawing, and painting in oil; also, carpentry, paint making, printing, cabinet making, bookbinding, sewing, and fancy work. The ment for the blind had 32 pupils receiving instruction in a full course of common higher English branches, French, and vocal and instrumental music; also, in broom making, cane seating, mattress making, fancy and bead work.

INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute*, for Indian and negro students, instruction in various industries. The students work on the farm, in the saw the brickyard, in the shops at trades, in the sewing and tailoring department, household and in the kitchen garden, receiving pay for their labor. They were in 1881 to earn \$24,898, which sum, with the addition of a small amount paid students, was sufficient, as tuition is free, to cover the expense of board, clothing for all colored students.

The *Miller Manual Labor School*, of Albemarle, so named after the late Samuel Miller, under whose will it was established, combines training in industries with study school. The latter is attended to from 8 to 1 o'clock on all school days, with an hour of recess; the former occupies about two hours of the afternoon. Every student is expected to work in the shop, in the printing office, on the farm, or in the garden, using the use of mechanical tools, the best modes of feeding and caring for stock, cultivating orchards, vineyards, gardens, and lawns; of planting crops, tending and harvesting them; of setting type, printing books, and managing a telegraph—all with a view to preparation for earning an honest livelihood. The endowment of the school is small, but the buildings are good, and its officers of high repute for excellence. Its immediate beneficiaries are limited to children 10 to 14 years of age of the county in which it is, who are orphans or of parents unable to educate them. Since its organization, in 1878, 124 have been received, of whom 100 were on the roll in 1881, under a superintendent and instructors, with a matron.—(Report and return, 1881.)

Five orphan asylums send returns for 1880-'81. All seem to be exclusively for teaching and household work in addition to the elementary English. One at Lynchburg was handsomely endowed by Mr. Samuel Miller, before his death, and he was buried in its grounds. One in Lawrenceville, Brunswick County, for boys and 135 girls, under 2 teachers, was for the education and elevation of the children of the old plantation negroes of that region. For statistics of all the others, see Tables XX and XXII of the appendix.

EDUCATIONAL CONVENTIONS.

VIRGINIA STATE EDUCATIONAL ASSOCIATION.

The sixteenth annual meeting was held in the hall of the Norfolk College for Ladies, July 5-6, 1881, and discussed such topics as the true sphere of the association, the geological and mineral interests of Virginia as affecting the future status of it, the practical utility of natural history in developing the industrial resources of the State, the educational needs of southern women and the means of meeting them, English language and literature, Greek, Latin, modern languages, algebra, geometry, &c. &c. The education received considerable attention, and was referred to a special committee for further consideration and for report at the next meeting. The need of endowment for educational institutions was dwelt upon by Professor Dreher, of Roanoke College, and legislation by Congress and by State legislatures for the support of schools and education of the people through them found an eloquent advocate in Hon. John C. Hunter, of the Committee on Education and Labor of the United States House of Representatives.

The meeting is said to have been more numerous attended than the last, and the speakers were almost wholly representative men, of large ability, including Superintendent Ruffner and professors and principals of important educational institutions of the State. The meeting for 1882 was appointed to be held at Charlottesville, August 1 and 22.

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond*

[Third term, March 15, 1878, to March 15, 1882.]

Hon. Richard R. FARR has been chosen by a new legislature to succeed Dr. Ruffner.

WEST VIRGINIA

SUMMARY OF EDUCATIONAL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21) ----	202, 364	205, 087	2, 723	-----
Colored youth of school age (6-21) ----	7, 749	8, 104	355	-----
Whole number of school age ----	210, 113	213, 191	3, 078	-----
Whites enrolled in public schools ----	138, 779	141, 319	2, 540	-----
Colored enrolled in public schools ----	4, 071	3, 884	-----	187
Whole public school enrolment ----	142, 850	145, 203	2, 353	-----
Average daily attendance, white ----	89, 022	88, 807	-----	215
Average daily attendance, colored ----	2, 682	2, 459	-----	223
Whole average daily attendance ----	91, 704	91, 266	-----	438
SCHOOL DISTRICTS AND SCHOOLS.				
School districts (former townships) ----	363	365	2	-----
Subdistricts in these ----	3, 529	-----	-----	-----
Public high schools ----	8	11	3	-----
Public graded schools ----	103	93	-----	10
Public union schools ----	20	12	-----	8
Public ungraded schools ----	3, 680	3, 796	116	-----
Whole number of public schools ----	43, 811	3, 912	101	-----
Average time of school in days ----	99	97	-----	2
Frame and log school-houses ----	3, 458	3, 604	146	-----
Brick and stone school-houses ----	99	100	1	-----
Whole number of public-school-houses ----	3, 557	3, 704	147	-----
School-houses built during the year ----	152	167	15	-----
Valuation of school property ----	\$1, 670, 535	\$1, 753, 144	\$82, 609	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools ----	3, 104	3, 079	-----	25
Women teaching in the same ----	1, 030	1, 208	178	-----
Whole number of teachers employed ----	4, 134	4, 287	153	-----
Average monthly pay of white men ----	\$27 70	\$27 96	\$0 26	-----
Average pay of white women ----	29 28	28 70	-----	\$0 58
Average pay of colored men ----	29 22	27 37	-----	1 85
Average pay of colored women ----	28 72	24 70	-----	4 02
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools ----	\$791, 083	\$855, 466	\$64, 383	-----
Whole expenditures for same ----	716, 864	761, 250	44, 386	-----
STATE SCHOOL FUND.				
Whole permanent fund reported ----	\$423, 989	\$441, 947	\$17, 958	-----

a Including the above 20 public union schools.

(From report of Hon. B. L. Butcher, State superintendent of free schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State these continued to be a superintendent of free schools, chosen by the people for the term of 4 years; a State "board of the school fund," consisting of the governor, superintendent, auditor, and treasurer; a board of regents of the State school, consisting of the State superintendent and one person appointed by the governor from each congressional district; and a board of regents of the university, one person from each senatorial district, also appointed by the governor.

For each county there continued to be a superintendent of free schools, chosen by the voters every 2 years, and a county board of examiners, consisting of the county superintendent and 2 experienced teachers, chosen by the presidents of the district school boards. For each school district in the county there was chosen a board of education of 3 members, to continue in office 2 years.¹ For each district into which a county may be divided, there were 3 trustees appointed by the district board of education. Directors of a high school formed by the concurrence of 2 or more districts are selected or removed at the discretion of the boards of said districts.

OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth 6 to 21 years of age in the districts where established. Sufficient primary schools are to be provided for the instruction of all the district entitled to attend; but separate schools for white and colored children are the rule, and there are separate funds for each. The elementary English studies are required to be taught, but boards of education may add other studies. Graded schools are authorized in districts where they are needed, subject, in all cases, to the vote of the people in said district whenever an additional tax is involved. Licensed teachers are to be employed, who must keep the required registers of attendance, of studies, and of the number engaged in each, and make the required monthly reports to the secretaries of their respective boards, or forfeit the pay due them at the time. The school month consists of 22 days; the year for teaching, of 4 such months, unless a vote of the people in a district should call for a longer term. The funds are sustained from the proceeds of a fund derived from the sale of United States warrants; by an annual tax of 10 cents on the \$100, with \$1 capitation tax on every citizen; by the proceeds of forfeitures, confiscations, and fines of the previous year; by the income from such bank stock and United States bonds as may be held by the board of the school fund; while districts are required to raise enough, with the State money, to keep the primary schools open for at least 4 months in the year, the district tax in any year, however, not to exceed 50 cents on the \$100, and the amount raised being used exclusively for teachers' salaries. For school-houses and land beyond teachers' salaries, 40 cents on the \$100 may be levied; while, for graded schools beyond the primary, 15 cents on the \$100 and, for a high school, 30 cents on the \$100 are allowed.—(School laws.)

GENERAL CONDITION.

According to the State superintendent's review of the year, the outlook for education in the State was never brighter. The signs of general progress were everywhere: demand for better teachers; an increase, in some localities, of teachers' salaries; improvement in methods of teaching; an increased interest on the part of parents in improved school buildings, with better furniture and apparatus. The legislature increased the duties and compensation of county superintendents, which resulted in an increased number of county educational meetings. That the colored people were well trained teachers of their own race, the same legislature provided for the formation of 18 colored students at Storer College, Harper's Ferry, the selection of 10 by the State superintendent from 9 appointment districts.

The statistics of 1880-'81, as compared with those of 1879-'80, show that, with a decreased school population of 3,078, there was an additional enrolment of 2,300 scholars were well provided for in 116 more ungraded and 3 more high schools, 10 graded schools, however, falling off 10. The average school term was 2 days longer. Female teachers increased by 178 and the whole number of teachers by 153, in proportion to the new school-houses and enrolment. In the valuation of school property there was a gain of \$82,609; in receipts, of \$64,383; in expenditures, of \$44,368; a permanent fund, of \$17,958. The only falling off, besides those before mentioned, was a decrease of 187 in colored pupils enrolled; of 438 in whole average daily attendance, about equally divided between whites and colored; of 25 in the number of male teachers made up by an increase of females employed; and a slight decrease in the monthly pay of teachers.

¹ Since changed to 4 years for the president and another member of the board.

PEABODY FUND.

The amount given to the State in 1881 was \$2,000, to be used in aid of teachers' institutes and of normal schools for the training of teachers.

NEW SCHOOL LEGISLATION.

The colored people of the State having been to a large extent without competent teachers of their own race, the legislature of 1881 introduced into the school law a provision that the State superintendent of free schools should make arrangements with some suitable institution of learning in the State for the normal training of a number of colored school teachers, bearing to the colored population of the State a proportion equalling that borne to the white population by the non-paying white students in the State normal schools, the sum to be paid for each of these new pupils not to exceed that for each non-paying white pupil. The law was promptly carried into effect through an appropriation made for the purpose by the legislature.

A considerable revision of the general school law also appears to have been made, increasing the duties and compensation of county superintendents and making the pay of teachers largely depend on the grade of their certificates of qualification.

CITY SCHOOL SYSTEM.

WHEELING.

Officers.—At the latest date of definite information the officers continued to be a board of education of 3 members from each subdistrict, with a superintendent of the city school district, appointed by the board and required to have had at least 3 years of successful practice in graded schools.

Statistics.—Wheeling, with a population of 30,737 in 1880-'81, had 10,673 children of school age, averaging 10½ years old, the males and females being of nearly equal numbers, with only 270 colored youth. Of these, 4,917, or 46 per cent., were enrolled, while 3,156 were in average daily attendance, which, although only 30 per cent. of the school population, was 64 per cent. of the enrolment. There were 8 brick school buildings, containing 8 graded schools, with 93 teachers, 83 holding first grade and 10 second grade certificates. School property was valued at \$236,680, while expenditures for the year amounted to \$80,248.

Additional particulars.—According to a new plan of organization and course of study, adopted in 1881, the highest department of each school is to be called a grammar school, all the subordinate departments are to constitute a primary school, and each is to bear the name of the subdistrict in which it is located. The grammar schools are to be of 4 grades, each covering a year; the primary, of 4 divisions, each with as many grades or sections as the superintendent may deem necessary or expedient. No high school is provided for, but the studies of the grammar grades include several subjects usually in a high school course, without, however, any foreign language.—(State report for 1881.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school of the State, established under act of 1867 as a department of *Marshall College*, Huntington, is under the control of a board of regents, assisted by a local committee. The same is the case with its 4 branches at Fairmont (1869), West Liberty (1871), Glenville, and Shepherdstown (1873). The course of study in each school continued to be of 3 years. Upon its completion normal diplomas are granted by the State superintendent under authority of the regents, the holders of them, however, to be subject to examination by the county superintendents after 1882. Tuition and books were free to State students agreeing to teach 1 year in the free schools of the State. To these schools 600 students, divided among the counties according to population, may receive appointments. Boys appointed must be 14 and girls 13 years of age.

Storer College, Harper's Ferry (1867), besides affording preparatory and academic courses for colored pupils; gives normal training, and for 1880-'81 reported 8 instructors and 170 normal students, including 18 selected colored teachers supported by the State. Of the whole, 13 were graduated, 10 of whom engaged in teaching. This college had a library of 3,100 volumes, increased by 200 during the year, while instruction was given in drawing and in vocal and instrumental music.

Bethany College offered in 1880-'81 a teachers' course in natural philosophy of 6 to 10 weeks, affording laboratory work in verification and illustration of the instruction given.

TEACHERS' INSTITUTES.

During 1881 there were 60 county and 5 district institutes held, with a total enrolment of 4,410 and an average daily attendance of 4,078. This remarkable attendance

was attributed to the compulsory provision of the institute law and the employment of well known competent teachers, while out of these gatherings came an improvement in school affairs. The 5 district institutes were held at Parkersburg, Fairmont, Charlestown, Lewisburg, and Wheeling, each continuing 5 days, under the supervision of the State superintendent, with Prof. E. V. De Graff, of Paterson, and Prof. J. J. Ladd, of Staunton, Va., as instructors at the first 4 mentioned, and other distinguished teachers at the last. The expenses, except the janitor fees, were from the Peabody fund. These were regarded as the most successful institutes ever held in the State.

WEST VIRGINIA SCHOOL JOURNAL.

A useful paper under this title issued its first monthly number in November, 1880. Besides many articles for the benefit of teachers, it presents much interesting information as to current school matters in the State.

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

The law of the State authorizes the organization of high schools in single districts or more combined districts where there are advanced students needing the higher education of such schools. Eleven were reported for 1880-'81, a gain of 3 on the year, but, as then, without statistics of attendance, &c.

OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of this report; for preparatory departments of colleges, see Table IX; for full summaries of statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

West Virginia University, Morgantown, 1867 (non-sectarian), continued in 1880-'81 classical, scientific, engineering, and military courses of 4 years each, with a course in agriculture of 2 years, while those of law and medicine were not yet fully developed. It also provided a preparatory course of 2 years and an optional one of select students such as might not desire a full course in any of the regular ones; also, a free course in vocal music. During the year there were 12 instructors, with 97 preparatory students, 58 collegiate students, a gain of 30 over the previous year. There were 5,000 volumes in the library, which was increased by 250 during the year. University property was valued at \$110,000, with a productive fund of \$109,000, and, for the year, a State appropriation of \$11,500.—(Catalogue and return.)

Bethany College, Bethany (Christian), in 1880-'81 continued its classical, scientific, ministerial courses of 4 years each and 3 special courses in engineering, physics, chemistry, with an academic preparatory course of 2 years, in some cases reduced to 1 year; also, irregular and graduate courses—all being open equally to both sexes. There were 8 instructors, with 67 students. Graduated since the opening of the college 11 students.—(Catalogue and return.)

West Virginia College, Flemington (Free-Will Baptist), offered preparatory, academic, classical, philosophical, literary, normal, and musical courses of 3 years each, with defined commercial, military, and select courses. It reported 11 instructors, 100 students in the freshman class, with college property valued at \$15,000, and 600 volumes in the library.—(Catalogue and return.)

Shepherd College, Shepherdstown (non-sectarian), presented no definite collegiate course though it offered collegiate instruction to follow the normal course mentioned in the Training of Teachers. Two instructors, with 71 normal students, male and female, were reported for 1880-'81.—(Catalogue.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia and *Shepherd Colleges* continued to admit women to equal privileges with men and *Bethany College* had opened its doors to them.

For institutions at Clarksburg, Parkersburg, and Wheeling admitting women, see Table VIII of the appendix; for a summary of the statistics, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

West Virginia University continued to offer in 1880-'81 its previously mentioned scientific course of 4 years for the degree of B. S.; an engineering course, in which the studies of the first 3 years are the same as in the scientific, while the senior year is devoted to studies belonging directly to that department, including civil and military engineering; and an agricultural course of 2 years.

Bethany College also offered a scientific course of 4 years; a special course in engineering, with no fixed time; a teachers' course in natural philosophy of 6 to 10 weeks; and a special course in practical chemistry.

For statistics of each college, see Table X of the appendix; for a summary of the statistics of all reporting, see the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—As far as known, the ministerial course in *Bethany College* affords the only theological instruction in the State. The course of 4 years embraces the school of sacred literature, of ancient languages, of mathematics and astronomy, of natural science and mental philosophy, belles lettres, and political economy. It reported 8 students.

Legal.—In the *West Virginia University*, the full legal course embraced common, statute, and mercantile law, equity, and evidence, with constitutional and international law, these last not required of students fitting themselves for ordinary practice. Besides daily examinations, there were term examinations at the close of each session, certificates of distinction being given to those whose entire examinations had been uniformly good. The course appears to cover the university year.—(Catalogue.)

Medical.—This department of the same university continued in 1880-'81 its lectures on anatomy, physiology, and hygiene, the class being made up of those in the junior college class who were required to study anatomy and physiology as a part of their course, of certain State cadets who elect to take this course, and of regular medical students. The interest taken in this course of study, shown by punctual attendance and evident comprehension of the instruction given, was very gratifying. The course of instruction begins with the winter term, in November, and continues to the close of the university year, in June.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *West Virginia Institution for the Deaf and Dumb and the Blind*, Romney (1870), gave in its report for the two years ending in September, 1880 (the last received), 163 deaf-mutes and 54 blind youth as having been instructed in the ten years of its work. Of these, 93 deaf-mutes and 31 blind pupils had been graduated or regularly discharged, many of whom were then self supporting and industrious men and women. In 1879-'80 there were 94 deaf and dumb and 36 blind inmates, a total of 130. For 1880-'81 a return gives 30 blind pupils under 3 teachers, and the *American Annals of the Deaf and Dumb* gives 78 as the whole number of deaf-mutes at the close of 1881, with 6 teachers. The common English branches were taught, including drawing for the deaf-mutes, selected classes from whom received special instruction in articulation and lip reading, while the studies for the blind reached the higher branches and music. The industries were carpentry, cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. The mattress, broom, and chair shops were reserved for the blind boys, while the girls made all their own clothing and the underwear of the boys. The course of instruction covers 8 years, and in the blind department extends from the embossed alphabet up through all the grades of the highest academic branches, while the deaf-mute is confined to the study of language until he has acquired a sufficient knowledge of it to begin the study of the ordinary school branches.—(Biennial report and return.)

EDUCATIONAL CONVENTION.

WEST VIRGINIA EDUCATIONAL ASSOCIATION.

No information has reached this Bureau in reference to a meeting of this body in 1881.

CHIEF STATE SCHOOL OFFICER.

HON. BERNARD L. BUTCHER, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1881, to March 4, 1885.]

WISCONSIN.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20).....	483, 229	491, 358	8, 129	---
Public school enrolment.....	299, 457	300, 122	665	---
Average daily attendance.....	197, 510	190, 878	---	---
Youth attending private schools.....	25, 938	26, 252	314	---
Attending State normal schools.....	1, 880	1, 898	18	---
In academies and business colleges.....	2, 258	2, 826	568	---
In collegiate and theological schools.....	2, 587	2, 971	384	---
In State charitable and reform schools.....	948	966	18	---
In other benevolent institutions.....	700	972	272	---
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts.....	5, 604	5, 645	41	---
Number reporting statistics.....	5, 561	5, 588	27	---
Districts that lent books to pupils.....	622	579	---	---
Number of ungraded schools.....	5, 533	5, 369	---	---
Number of graded (including high) schools.....	451	474	23	---
Number of high schools.....	110	117	7	---
Total public schools.....	5, 984	5, 843	---	---
Average term in days.....	162. 5	175. 6	13. 1	---
Town and school district libraries.....	318	274	---	---
Public school-houses.....	5, 667	5, 754	87	---
Value of public school property.....	\$5, 303, 298	\$5, 522, 657	\$219, 359	---
Number of private schools.....	489	465	---	---
TEACHERS AND THEIR PAY.				
Number of men teaching.....	2, 918	2, 721	---	---
Number of women teaching.....	7, 197	7, 198	1	---
Whole number of teachers.....	10, 115	9, 919	---	---
Average monthly pay of men in cities.....	\$85 74	\$93 85	\$8 11	---
Average pay of women in cities.....	35 06	36 25	1 19	---
Average pay of men in counties.....	37 14	35 39	---	---
Average pay of women in counties.....	24 91	25 21	30	---
Number of teachers in private schools.....	804	852	48	---
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$2, 697, 801	\$2, 178, 219	---	\$---
Whole expenditure for public schools.....	2, 230, 772	2, 279, 103	\$48, 331	---
EDUCATIONAL FUNDS.				
Amount of public school fund.....	\$2, 747, 844	\$2, 790, 214	\$42, 370	---
University fund.....	226. 461	226, 797	336	---
Agricultural college fund.....	267, 331	271, 940	4, 609	---
Normal school fund.....	1, 070, 674	1, 098, 467	27, 793	---

(From reports of Hon. William C. Whitford, State superintendent of public tion, for the two years indicated, with return from the same for 1879-'80 and successor, Hon. Robert Graham, for 1880-'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for two years, has general supervision of the common schools. Each county has a school superintendent, who is elected by the people for two years, and such counties as have over 15,000 population may have two if the board of supervisors shall so determine. District school affairs are managed by district boards consisting of the director, treasurer, and clerk, who are elected at district meetings and hold office for 3 years, with annual change of one. In towns which have adopted the township district system, the schools are under boards of school directors composed of the clerks of the various subdistricts. Free high schools are in charge of boards of 3 members, comprising a director, treasurer, and clerk; but, in cities not under county superintendents that become high school districts, the city board of education acts as a high school board. State normal schools are controlled by a board of regents, consisting of the governor, the State superintendent, and 9 others, who are appointed by the governor, with the approval of the senate. Women are eligible to election as district, town, or county school officers.

OTHER FEATURES OF THE SYSTEM.

Public schools are supported from the income of a State school fund and from local taxation. The latter must, in each district, equal the amount last apportioned to it from the State fund, the basis of such apportionment being the number of resident youth 4 to 20. Each district, in order to receive its share, must sustain a common school, taught by a qualified teacher, for 5 months (in exceptional cases 3 months) each year, must have reported its school statistics according to law, and taken an annual school census. The law requires yearly reports to be made by district clerks, town clerks, county superintendents, and the State superintendent. Public schools must be non-sectarian and are free to all resident youth 4 to 20; pupils over 20 and non-residents may be admitted and instructed gratuitously or on the payment of tuition fees. Parents and guardians are required to send to public school at least 12 weeks in each school year all their children between 7 and 15 not disqualified for study, unless their education has been otherwise provided for; and a fine is imposed on those who violate the law. Exception is made, however, in case the residence of a parent or guardian be situated 2 miles from the school-house or in case the labor of a child be necessary to the support of parent, brother, or sister. Teachers, to be legally employed, must have certificates of qualification, and they must keep a daily register or forfeit pay. Teachers' certificates, granted by county superintendents on examination, are of 3 grades. State diplomas, good for 5 years or for life, are given by a board of examiners appointed by the State superintendent. The superintendent also has power to grant diplomas to graduates of the normal schools (which are good for 5 years), of the State university, and of other colleges in the State with equivalent courses, after they have taught successfully a certain length of time (which are good until annulled).

The system comprises, besides the common schools, public, high, and State normal schools, teachers' institutes, and a State university. There are also State institutions for the blind and deaf and a State reform school.

GENERAL CONDITION.

The statistics show an increase of over 8,000 in the number of youth of school age, with only 665 more enrolled in public schools and an average attendance 6,632 less than the preceding year. Attendance in the counties was reduced by bad weather in the winter, as well as by the prevalence of contagious diseases. The superintendent thinks the decrease would have been greater but for the compulsory law. In the cities there was a gain of nearly 2,000 attending public day schools and of as many more in the evening schools. More school districts by 41 were organized and more by 27 sent reports. The apparent decrease of 141 in the number of public schools taught arises from different methods of reporting, there being in fact an increase in some counties. In 1879-'80 each department was returned as a school, but in 1880-'81 all departments in a building were regarded and reported as one school. Seven more high schools and 23 more graded schools were so reported. Fewer private schools were taught, but more pupils attended them; in the cities, children were taken from these and sent to public schools. Public school-houses increased by 87 and the value of all public school property by \$219,359. Fewer teachers were employed, all the reductions but one taking place among the men. The pay of teachers was on the whole slightly increased; in the cities men are reported as receiving on an average \$8.11 more and women \$1.19 more a month, while in the counties men were paid \$1.75 less and women 30 cents more. The superintendent reports a decrease in the number applying for certificates, and says teachers are seeking more remunerative positions in the trades and professions opened to them by the revival

in business. A larger amount of money was expended for public schools, although reported receipts for them were less. There was an increase of \$42,370 in the school fund and of \$27,793 in the normal school fund, while the university and several college funds also increased somewhat.

The superintendent finds evidence of a steady and healthful advance in all of schools and methods of school work. He reports, also, greater harmony and the management and teaching of the schools; a more general recognition of the inherent defects in the public school system and more apparent willingness to remedy; a slight growth of sentiment favorable to the employment of better teachers on longer terms; a wider dissemination of information in respect to hygienic laws and application to school-houses, grounds, and the care of children while in school; marked progress in methods of instruction in the country schools through the introduction therein of a graded system of study. This system consists of a classification of pupils into three grades with regular steps, promotion from one to the other being according to fixed rules, and the arrangement of a simple but complete method of records. Great importance is attached to the adoption of this system, and the active labor has been given during the year to its introduction. As during the previous year, circulars on the subject were sent to school officers and teachers; meetings of superintendents were held to discuss the best means of instructing teachers and listing the interests of school boards in the system. The course of study for town institutes and the teaching given therein were based on this graded course for the schools; public addresses were made explaining it and reports of its workings were published in educational and other journals. The result has been beyond the superintendent's expectations, the system having been introduced into about one-fifth of the previously ungraded schools of the State.—(State report.)

RECOMMENDATIONS OF THE SUPERINTENDENT.

The superintendent repeats former recommendations as to changes in the school law with a view to securing (1) better qualification of teachers and their greater permanency; (2) the provision of text books free of charge to pupils; (3) the enforcement of attendance on teachers' institutes; (4) changes in the compulsory education law making the requirement 12 weeks consecutive, and providing for the appointment of officers to look after truancy of children, to prosecute parents and guardians for violation of the law, and prevent unlawful employment of children. He also advises the enactment of laws defining educational qualifications necessary for superintendents; making the appointment of superintendents in counties having over 15,000 population compulsory instead of optional, as now; levying an annual State tax of two mills on the dollar of taxable property for public schools, one-half of the proceeds to be apportioned on the basis of attendance and making compulsory the introduction of the town instead of the district system of schools. He says the voluntary system has been in operation 12 years, with but little advantage, the town system being now in use in only 19 towns in 9 counties. In 10 others adopted it, but abandoned it, chiefly because of its unlikeness in some particulars to the system prevailing in a majority of the districts.

KINDERGÄRTEN.

Ten schools of this class send reports for 1880-'81, and the State superintendent's report shows that 3 others were taught during the year. Five of them, situated at Waukegan, enrolled 246 pupils, under 13 teachers. Two are reported in La Crosse, Oshkosh, while Madison, Sheboygan, Watertown, Beloit, Kenosha, and Neenah report 1 such school; one of those at Oshkosh was attached to the State normal school.

A strong sentiment favorable to the introduction of this system into the public schools has been created by the efforts of intelligent people, particularly women, in a few larger cities, and in Milwaukee a complete and well furnished Kindergarten was established under the supervision of the board of education. The establishment in 1881 of a Kindergarten department in connection with the normal school at Oshkosh was so favorably that in 1881 the board made similar provision for the school at Platteville. No report from this has yet appeared.

For statistics of Kindergärten, see Table V of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

In the principal cities of the State, boards of education, assisted by city superintendents, have charge of school interests.

STATISTICS.

Cities.	Population. census of 1890.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Appleton	8,005	2,946	1,790	1,432	29	\$30,117
Fond du Lac	13,094	5,455	2,191	1,315	43	25,032
Green Bay	7,464	2,413	1,069	776	20	11,239
Janesville	9,018	3,384	1,701	1,325	41	18,112
La Crosse	14,506	4,531	2,637	1,635	44	34,348
Madison	10,324	3,490	1,951	1,756	36	22,129
Milwaukee	115,587	40,096	17,309	14,193	267	216,193
Oshkosh	15,748	6,180	2,287	2,081	54	31,825
Racine	16,031	6,296	2,388	1,552	46	29,962
Watertown	7,983	3,462	1,084	672	21	11,757

ADDITIONAL PARTICULARS.

All the cities given in the above table report graded courses of study covering from 8 to 12½ years. Milwaukee reports the lowest number, 8, but has beyond those 8 grades a high school with 4 years' courses, and has had normal classes beyond.

Appleton reports 7 public schools, taught in as many buildings, capable of seating 1,750 pupils; all but one of the buildings in good condition, all but 2 built of stone or brick, but only 1 of them properly ventilated; another school building needed; 4 private schools, with 10 teachers and 396 pupils. Semimonthly teachers' meetings were held.

Fond du Lac reports 19 graded and 6 ungraded public schools, one of the former a high school; 19 school buildings, capable of seating 2,800 pupils; the buildings all in good condition, but only 4 properly ventilated; the 43 school rooms well supplied with blackboards and 40 of them with dictionaries. Teachers' meetings are held semimonthly.

The Green Bay system comprised 1 ungraded and 4 graded schools. Of the 5 school buildings (3 of brick or stone), only 2 were in good condition and only 1 properly ventilated. Another building was needed, the existing ones being capable of seating only 1,000 pupils. Teachers' meetings were held monthly. Four private schools were taught, with 350 pupils, under 7 teachers.

In Janesville 6 graded schools, with 4 or more departments in each, including a high school, were taught in 6 buildings, capable of seating 1,801 pupils; all the buildings (which were of stone or brick) were in good condition and properly ventilated. The semimonthly teachers' meetings were well attended. Four private schools were taught, having 175 pupils, under 4 teachers. Many children leave school early to work in factories, and the number seems likely to increase rather than diminish.

La Crosse reports 13 graded and 3 ungraded day schools and 1 evening school, the latter with 80 pupils, under 2 teachers; 10 school buildings, 5 being of stone or brick, and all capable of seating 2,150 pupils; 1 house built during the year, but another needed; all but 1 of the 10 in good condition, but only 5 properly ventilated; and 4 private schools, with 600 pupils and 14 teachers. Meetings of the public school teachers were held weekly.

The Madison public schools were taught in 9 houses, capable of seating 3,480 pupils; all but 1 of the houses were of stone or brick, all in good condition and properly ventilated. Teachers' meetings were held weekly. There were 8 private schools, with 650 pupils attending.

Milwaukee, besides 26 graded public schools, had 13 free night schools, the latter with 2,030 pupils enrolled, under 59 teachers. Of the 26 school buildings all but 2 were of brick or stone, and all but 1 were reported in good condition. One was built during the year, but 6 others were required to accommodate the pupils, who were steadily increasing in number. Music, drawing, and German were among the branches taught in all the grades, and improvement is noted in the instruction given in all three. During the year there was much discussion in the board as to continuing German in the public schools, and able reports were presented on both sides, the result being a decision that it should be continued. The course of study below the high school extends over 8 years, the high adding 4 more. In this school the curriculum was reorganized during the year and 4 distinct courses were established: English-scientific, German-English, preparatory normal, and Latin-English. Greek was discontinued for the present, the number pursuing it being thought too small to justify its continuance. Efforts made by the board to secure economy in school administration led to a reduction in the pay of teachers during the first three years of service, defended on the ground of the youth and inexperience of a majority of them when appointed, although it is acknowledged that nearly all are normal school graduates and among the best in the force. By such economy the board was enabled to establish evening schools as an experiment, and the earnest-

ness with which they were attended by young men and women was surprising. Evening schools were maintained to the end of February. During the term several persons were refused admission, the funds available being insufficient. There were 48 private schools, with 7,311 pupils, under 174 teachers.

Oshkosh reports 7 graded and 2 ungraded public schools, taught in 10 buildings which were in good condition and properly ventilated; teachers' meetings held in 10 buildings; and 7 private schools, with 975 pupils.

Racine reports 7 graded and 2 ungraded public schools, 8 school buildings, all in good condition and properly ventilated; one more building required; a high school with 100 pupils; and 8 private schools, with 954 pupils attending. Teachers' meetings held semimonthly.

In *Watertown* the public schools comprised 5 graded (including 1 high) and 1 ungraded school, the latter having 115 pupils enrolled. The 5 school buildings (all in good condition and well ventilated) were capable of seating 1,300 pupils. Teachers' meetings held semimonthly. Five private schools reported 800 pupils under 15 teachers.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 4 State normal schools, at Oshkosh, Platteville, River Falls, and Whitefish, report a total of 1,029 normal pupils attending during the year (381 men and 648 women) and 65 graduates, of whom 12 were from the advanced course. Certificates are granted to students who complete the elementary course of 2 years, and diplomas to graduates of the advanced course, which requires 2 years more. Graduates of the full course, after having successfully for one school year, may have their diplomas countersigned by the superintendent, which gives them the value of unlimited State certificates, good for 5 years unless revoked for cause. In like manner graduates of the elementary course receive the limited State certificate, good for 5 years. The State normal schools are maintained mainly from the income of a normal school fund and offer tuition free to all who agree to teach in the public schools of the State. They are under the control of a board of regents consisting of 9 members appointed by the governor, the latter and the superintendent being members ex officio. The president of the board of regents reports a steady increase in the amount of professional training given in these schools. He thinks, too, that greater skill is shown by the teachers in blending the professional and academic instruction. President McGregor, of the Platteville school, notes a constantly increasing demand for graduates and undergraduates of that school to teach, and ident Albee, of the Oshkosh school, makes a similar report.

The Kindergarten established at the Oshkosh school in May, 1880, fully met the expectations of its friends. The visitors say that the work done therein was admirable. They think its introduction will be amply justified, even should the normal students do nothing more from it than how to keep little ones busy and interested.

An important addition was made during the year to the Platteville building by the erection of a two-story wing, 45 by 65 feet, substantially built at a cost of \$10,000.

A new State normal is to be established within a year or two at Milwaukee. The State has appropriated \$50,000 for a building and donated five city lots as a site for it.

OTHER NORMAL TRAINING.

Milwaukee Normal School, a department of the city school system, presenting a professional course of 1 year for the preparation of teachers for the city schools, reports 100 pupils during the year, of whom 13 were graduated.

The *National German-American Teachers' Seminary*, Milwaukee, gives free tuition to students in a 3 years' course of study and reports 19 normal and 12 other students during the year.

The *Catholic Normal School of the Holy Family*, St. Francis Station, reports 30 students, all men, and 10 graduates, all of whom engaged in teaching. The courses of study, of 3 and 5 years, respectively.

Some instruction for students expecting to teach is provided at Galesville, Lawrence Universities and at Milton College. Northwestern University, too, had a department in 1878, the date of the last catalogue received by this Office.

TEACHERS' INSTITUTES.

Fifty-six institutes were held by State authority, having an enrolment of 1,000. There was a decrease for the year of 8 institutes and 686 enrolled. Most of them remained open for 2 weeks, only 16 having so short a term as 1 week. A large majority of the teachers attending had been trained in college, academy, normal school, or high school, having had no further advantages than those of the common schools. Besides the instruction provided by the State, 11 private institutes were held by county and city superintendents. Seven of these lasted 1 week each; one, 2 weeks; and two, 5 to 6 weeks.

decrease during the year in the number of institutes held by the State was owing partly to the private ones held and partly to the fact that the subjects discussed in the public institutes have been largely taken from primary school work, not specially interesting to teachers above that grade.

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published monthly at Madison, under the editorship of the State superintendent and his assistant, continued to give valuable information on educational topics, as in preceding years. It is the organ of the State Teachers' Association and of the State department of education, and is one of the most useful journals of its class.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

State aid to the amount of \$500 a year for the first five years is given, on certain conditions, to high schools organized under the school law. There were 117 high schools taught, 7 more than in 1879-'80; of these, 78 were aided from the fund and 39 were not. Thirteen new schools were organized under the law, and 20, whose five years had expired, were transferred to the list of those receiving no aid. If the law should remain unchanged it was said that 36 more schools would be added to the latter class in 1882. The State superintendent thinks the State aid should be continued in a majority of cases longer than 5 years, and advises a change to that effect in the law. This he thinks especially desirable in the smaller villages and more densely populated country districts, where the school taxes are already high. In both classes of schools there were enrolled 8,202 pupils, under 263 teachers. There were 3,566 pupils in these schools studying only the common school branches; 2,805 studied algebra and geometry, 3,640 the natural sciences, 1,155 modern languages, and 1,340 ancient languages. The graduates in 1881 numbered 462, of whom 159 were boys and 303 girls; the total number of graduates was 2,781 (960 boys and 1,821 girls).

OTHER SECONDARY SCHOOLS.

The State superintendent reports statistics from 17 academies and 7 business colleges, having a total of 2,826 pupils, under 129 teachers. Of the pupils 1,198 belonged to the business colleges and 1,628 to the academies; the former sent out 24 graduates in 1880, the latter 53. For further statistics of such of these schools as report to this Office, see Tables IV, VI, and VII of the appendix; for pupils in preparatory departments of colleges, see Table IX, and for general summaries, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Reports in some form have come for 1880-'81 (see Table IX) from the University of Wisconsin, Madison; Lawrence University, Appleton; Beloit College, Beloit; Galesville University, Galesville; Milton College, Milton; Racine College, Racine; Ripon College, Ripon, and Northwestern University, Watertown. All these institutions, except Racine and Beloit Colleges, were open to both sexes; all but the university at Madison present arrangements as before for preparatory instruction; all continued their classical courses of 4 years; and all but one (Beloit College) had scientific courses of equal length. This offered, instead of the scientific, a philosophical course of 4 years, which embraced an amount of Latin and Greek considered necessary to a liberal education, but gave special attention to science and the modern languages. German and French form a part of the course in 6 of these institutions. Ripon College provides only for German, which here, as in several of the others, forms a substitute for Greek in the scientific course. The State university adds instruction in the Scandinavian languages, as well as technical departments in science. Two have departments of music and 3 of drawing and painting; 3 prepare for teaching and 3 for business.

The State superintendent received reports from 17 institutions claiming to be collegiate. Four of these, however, are by this Office classed with academies, 2 with colleges for women, and 1 with commercial colleges. All had a total attendance of 2,687 students; 174 students were graduated, 50 were candidates for the degree of A. B., and 34 for that of B. S.

The State University discontinued its preparatory department, with the exception of a class in Greek, strengthened its higher courses of instruction, particularly in the departments of practical knowledge, and increased the number of elective studies. The astronomical observatory was finished and successful work done in it; Ladies' Hall was reor-

ganized and suitable grounds were acquired for a gymnasium. The report of visitors shows perfect harmony of opinion in regard to the results of coeducation. They say that the health of the young women in the university as well as their ship compared well with that of the young men and very favorably with that of women in general. The policy of the university in regard to discipline is also and its results commended, the aim being to develop character through reason and personal freedom. There has been for the last 6 years a gradual change in the number of students pursuing the three leading courses, the ancient classical in 1876 being 60 (21 more than in 1875), the modern classical 71 (45 more), and the scientific (44 less). This change is ascribed partly to an advance in the admission to the course, partly to the preference of young women for the modern classical course, partly to the fact that the feeling in favor of a scientific as opposed to a classical education seems to be somewhat abated. Special students are becoming each year an important element; few of them belong to the class of those who are unable to do regular work; many who lack time or means for the full course, including often 1 or 2 of normal schools, remain one, two, or more years. Some, however, who wish to pass the examinations engage for a time in special studies and then find their way into regular classes.

For further statistics of the colleges and universities, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the 6 foregoing institutions, open to both sexes, there are 4 especially for young women: the Wisconsin Female College and Fox Lake Seminary, Fox Lake (Presbyterian); Milwaukee College, Milwaukee (non-sectarian); Santa Clara Academy, Santa Clara (Catholic); and Sinsinawa Mound (Roman Catholic), and Kemper Hall, Kenosha (Protestant Episcopal). The first three named report a total of 94 students in collegiate classes (4 of them young men), 215 in preparatory departments, and 95 in special courses. Only Milwaukee College, reports itself as authorized to confer collegiate degrees. An academy for young men was organized in connection with the Wisconsin Female College in 1882. Young men entering the collegiate department if they wish and reciting in the same classes with the young women; the boarding hall is reserved for the young women exclusively. Latin, German, music, painting, and drawing are taught in this college. Milwaukee adds French to the above; at Santa Clara Academy the course includes French, German, Italian, music, crayon, oil, and water color.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As already stated, nearly all the colleges and universities present courses of instruction in general sciences. The State University makes provision for scientific and technical instruction in a general scientific course of 4 years, a department of agriculture, civil and mechanical engineering, and one of mining engineering and metallurgy, each course occupying 4 years. Applicants for admission to the agricultural and general scientific courses must pass an examination in natural philosophy, physiology, botany, and a certain amount of German or Latin, as well as in English grammar and analysis. In the mining department 1882 solid geometry will also be required. Students desiring to enter the engineering department must be fitted for the sophomore year in the general sciences. In agriculture prominence is given to such studies as chemistry, botany, and zoology. A term must be spent in the machine shop learning the use of tools, and two terms given to practical work in horticulture. The study of agriculture does not involve manual labor on the farm; where such work is undertaken by students they are paid for it. Students who may not wish to take the full course in agriculture may enter the 'special' course or they are received as special students. The regents of the university report marked progress in this department, as well as in those of civil and mechanical engineering, mining, metallurgy, and mechanics; and the committee of citizens authorized by law to visit the university express the opinion that opportunities are afforded for the training of young men as engineers, miners, chemists, geologists, farmers, draughtsmen which are equal to those of the best special schools.

For statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in the Seminary of St. Francis of Sales, St. Francis Station (Roman Catholic), which reports 203 students and 34 graduates; in the Mission House, Nashotah Mission, Waukesha County (Protestant Episcopal), which has 100 students and graduated 3; in the Mission House, Franklin (Reformed Church),

students; and in the Lutheran Seminary, Madison, which is sustained by the synod of the Norwegian Evangelical Lutheran Church in America. This institution reports 13 theological students, all of whom had received a degree in letters or science. In the seminary at St. Francis Station the course extends over 10 years, pupils as young as 13 being admitted. They must be able to read and write English or German and must intend to become priests. Those admitted to the Nashotah House must also be candidates for priests' orders. All received in the theological department of the Lutheran Seminary are college graduates. No examination is required for admission to the Reformed Church school at Franklin.

These 4 schools reported to the State superintendent a total of 284 pupils (of whom 176 were in regular theological classes and 108 in preparatory), 48 graduates during the year, and 590 graduates in all.

For further statistics, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

The law department of the University of Wisconsin reports 52 students for 1880-'81, of whom 9 had received a degree in letters or science, and 34 graduates. This department has recently gained importance in the work of the university. The attendance fell off slightly during the year, through changes respecting admission and graduation; but, as the school is now organized, its diploma has much greater value. Candidates for admission must pass an examination in English branches, and if under 20 they must be college graduates. In order to graduate, two whole years must be given to the study of law, one of them under the faculty of this school, and a final examination conducted by the faculty before the annual board of visitors must be passed. The law library, the largest of its kind in the Northwest, is at all times accessible to the students and receives important additions each year.

For statistics, see Table XII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

No medical schools are reported.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, reports 179 pupils, organized in 10 regular classes under as many teachers; also, supplemental classes in articulation, to which special attention is given. Primary, intermediate, and academic branches are taught; also, such employments as shoemaking, cabinet work, and printing. An effort was made to secure a teacher in drawing, but funds proved insufficient. The State provides board and tuition free of charge for all deaf and dumb residents of Wisconsin between the ages of 10 and 25 who are of suitable capacity.

Provision is also made for the instruction of deaf-mutes in *St. John's Catholic Deaf-Mute Institute*, St. Francis, and in the *Wisconsin Phonological Institute*, Milwaukee. St. John's had 43 pupils during the year, who were taught religious doctrine, the common school branches, printing, shoemaking, agriculture, general housework, needlework, and fancy work. The Phonological Institute reports 21 pupils, who were instructed in the common English branches, gymnastics, drawing, and needlework. The articulation method is the only one used in this school, which is in charge of a board of visitors appointed by the Wisconsin Phonological Institute, a society organized in 1879 for the purpose of propagating the method of instruction by articulation. The funds of the society are sufficient to sustain only a limited number of indigent pupils, who are admitted without charge.

EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, embraces in its course of study and training the common and high school branches, music (vocal and instrumental), and such employments as carpet weaving, cane seating, sewing, knitting, crocheting, and bead work. Each pupil is expected to spend an hour every day in some industrial occupation. During the year there were 83 pupils under instruction, and since the organization of the institution in 1850 there have been 299. No charge is made for board or tuition. The age for admission is from 8 to 21, and pupils may remain as long as is necessary to finish the course of study.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, reports 90 boys 10 to 10 years old committed to its care during the year, with 5 returned to it, the whole number attending being 525. They were divided into two classes, which alternately work and attend the school, where they are taught the common English branches. The school is divided into 5 departments, each with 3 classes, and promotions are made from the lower to the

higher after a written examination. The employments provided are the making of shoes, socks, and mittens.

The *Wisconsin Industrial School for Girls*, Milwaukee, receives girls from infancy, the conditions of commitment being destitution, vagrancy, or danger of becoming depraved. All remain in school 4 hours daily, and the younger ones 6 hours. They are taught the common school branches, history, domestic economy and science, housework, hand and machine sewing, cutting, and many kinds of fancy work. Five per cent. of those discharged are known to have become orderly and useful members of society.

The *Good Shepherd Industrial School* (for girls), Milwaukee, under the care of the Catholic Church, is partly sustained by the county. Plain and fancy sewing, stitching, washing, ironing, and all domestic employments are taught; also, reading, spelling, and arithmetic.

Four orphan asylums, 3 of them in Milwaukee, admitting only girls, and Crosse, for boys, report an aggregate of nearly 300 children. Three are supported by the Roman Catholic Church; the other, which is not denominational, by the contributions of friends. The children are instructed in reading, writing, arithmetic, and housework, and when old enough to be useful are provided with homes.

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-ninth annual meeting of this association was held at Appleton July 5, 1881, President I. N. Stewart in the chair.

After the usual introductory exercises, Prof. F. H. King delivered a lecture on "The modern doctrine of evolution," accompanied by illustrations. On the following day, an address of welcome was delivered by Mayor Humphrey Pierce, which was responded to by Ex-President W. H. Beach. President Stewart then delivered the annual address. This was referred to committees for consideration of and report on various topics. Committees on "State certificates," "sanitation of school buildings," "normal schools and institute work," and "colleges and universities." President G. S. Albert, chairman of the committee on a course of reading for teachers, submitted a report, recommending a course for 4 years, which embraced, besides professional works, choice selections from history, fiction, belles lettres, and science. A paper on "Examinations in their methods and functions," prepared by Principal M. S. Frawley, was read by Superintendent Neill and discussed by President Stewart. Dr. Peet, of the Wisconsin Academy of Arts and Sciences, spoke of certain investigations concerning the Wisconsin mounds, and asked the aid of teachers in the resurvey of these mounds. Miss Carle read a paper on "Naples and its surroundings," and Miss Mary A. Wadsworth on "Thackeray." After the election of officers for the ensuing year, the committee on the subject of State certificates presented a report, after some discussion, expressing a belief that the present laws on the subject gave general satisfaction and recommending that no action in the matter be taken. A paper read by Principal J. M. Rait on "Ungraded and backward pupils: what shall we do with them?" and one relating to sanitary matters connected with school work, by I. N. Stewart, of the State board of health. E. G. Haylett read a paper on drawing, indicating its use by the blackboard, and Prof. N. M. Wheeler, one on "The machine in education." An abstract of a paper on "The practical in education," by President Stewart, was read, and after the adoption of resolutions and some other business the association adjourned.

MEETING OF COUNTY SUPERINTENDENTS.

The semiannual meeting of county superintendents usually held in connection with the State association took place on Thursday afternoon, July 7, the addresses comprising "Examinations in theory and art of teaching," "Township system of government," "Uses and abuses of the county superintendency," "Is a uniform system of teachers' examinations throughout the State desirable?" and "Difficulties in country schools." There were present 18 county and 5 city superintendents, besides Superintendent Whitford (who presided) and his assistant, S. S. Rockwood.

MEETING OF INSTITUTE CONDUCTORS.

The annual meeting of institute conductors was held at Appleton July 5, 1881, Superintendent W. C. Whitford presiding. The best methods of teaching the common school branches were presented and discussed, Prof. R. Graham presenting the subject of reading, Prof. A. J. Hutton arithmetic, Prof. J. B. Thayer writing, and A. Salisbury language. Prof. A. F. North read a paper showing how exercises in history may be profitably given, and Mr. Chandler and others discussed the ques-

examination in connection with the institutes. In the evening State Superintendent Whitford read a paper on "Future work in the gradation of country schools;" Superintendent James T. Lunn read one entitled "Lessons learned in introducing the graded system into country schools," and several other superintendents gave their experience and views on the subject. On the following day Prof. A. J. Hutton presented "Drawing;" Prof. J. B. Thayer, "Geography;" Prof. A. Salisbury, "United States history and government;" Prof. A. A. Miller, "Good behavior;" and Professor Graham, the "Theory and art of teaching."

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, January 5, 1890, to January 1, 1893.]

Hon. Robert Graham was chosen to be Mr. Whitford's successor at the election in November, 1891.

ALASKA.

GENERAL EDUCATIONAL CONDITION.

MISSIONARY SCHOOLS.

Nearly all the information at hand as to schools in Alaska for 1880-'81 relates sustained by the Presbyterian Board of Home Missions, which has schools at Sitka, Wrangell, and among the Chilkat tribe of Indians, employing 11 missionary to this field.

At Sitka the school attendance increased considerably during the year, there being 230 pupils. This increase is ascribed to a compulsory attendance law passed and enforced by Captain Glass, in command of the United States ship James W. Smith, much needed training school or boarding school for boys was opened at Sitka in November, 1881, and in December it numbered 25 pupils. Its beginning was made by boys who complained that they could not study while living at home, on account of quarrelling and carousing there, and obtained permission to sleep in the school. They brought their own blankets and picked up food as they could. Others joined and as the number increased an old hospital building was fitted up for their use and the teacher moved into it with them.

The boarding and day school at Fort Wrangell made steady progress, from 1880 to 1881 pupils attending during the winter terms. A school among the Chilkats, established in 1880 and at first taught only by a native, had 60 to 80 pupils, who were learning to read 3 letters and improving rapidly, being very desirous to advance. At the Chilkat school which has been named Haines, a substantial two story frame building was erected for residence for the teachers, and another building purchased and refitted for the pupils.

Besides these schools two others were opened during the summer among two powerful tribes not previously provided for, the Hydah and Hoonyah.

As the superintendent of this work (Dr. Sheldon Jackson) remarks, the difficulty in providing suitable buildings for teachers and schools in a region hundreds of miles from a saw mill and 1,500 to 2,000 miles from stores of supply can be little appreciated in the older sections of the country. The lumber, hardware, glass, and carpenters for the Chilkat school at Haines were brought from San Francisco, Cal., and Portland, Or. A monthly mail steamer landed them, with teachers and superintendent, 100 miles from their destination, which was reached after considerable delay. Upon completion of the building here, men and materials were transported through the aid of Captain Glass on the steamship Jamestown, to the principal village of the Hoonyah tribe, at the mouth of the Lynn Channel, where a similar building was erected at Boyd; and a canoe voyage of about 500 miles brought them to the southern end of Prince of Wales Island among the Hydah tribe, where a large native plank house was used, it having been impossible to convey any lumber there.

OTHER SCHOOLS.

No recent information has come from the two schools of the Alaska Commercial Company on the Seal Islands, nor from the Russian schools at Unalashka and Belkovsky; with the missionary schools above noted; it is believed, comprise all that have been established in Alaska, leaving a population of fully 20,000 without any educational advantages whatever.—(Presbyterian Home Missions and report from Rev. Sheldon Jackson, superintendent.)

ARIZONA.
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)-----	47, 148	59, 571	-----	-----
Enrolled in public schools-----	4, 212	3, 844	-----	368
Average daily attendance-----	2, 847	-----	-----	-----
SCHOOLS.				
Number of public schools-----	-----	148	-----	-----
Rooms for study-----	101	-----	-----	-----
Average duration of schools in days--	109	-----	-----	-----
Estimated value of school property--	\$113, 074	\$121, 318	\$8, 244	-----
Number of private schools-----	-----	9	-----	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	48	-----	-----	-----
Women teaching in public schools-----	53	-----	-----	-----
Whole number of public school teachers.	101	162	61	-----
Average monthly pay of men-----	\$83	\$84	\$1	-----
Average monthly pay of women-----	70	68	-----	\$2
Whole number of teachers in private schools.	-----	15	-----	-----
INCOME AND EXPENDITURE.				
Total receipts-----	\$67, 028	\$58, 768	-----	\$8, 260
Total expenditures-----	61, 172	44, 628	-----	16, 544

a School census taken by trustees in the spring of 1880.

b United States census, taken in the summer of 1880.

(From reports of Hon. Moses H. Sherman, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction is elected by the people every 2 years and is associated with the governor and treasurer in a territorial board of education. The territorial board has general charge of the school system, and determines, among other things, the text books to be used and the terms on which teachers' diplomas are to be granted. The probate judge in each county is ex officio superintendent of the county public schools. For the examination of persons proposing to teach in these, the territorial superintendent appoints 2 persons to act with the judge as a county board of examiners and grant certificates to such as are found qualified. Three school trustees are elected by the people in each school district; in case of failure to elect, they are appointed by the county superintendent, subject to the approval of the territorial superintendent.—(Laws of 1879.)

OTHER FEATURES OF THE SYSTEM.

The public schools are supported from a territorial tax of 15 cents on each \$100, apportioned to the counties according to the youth between the ages of 6 and 21, as ascertained by a biennial census; from a county tax of 50 to 80 cents, apportioned among the several districts within the county where raised, in proportion to the number that have

attended the public schools in said districts during the three months previous; a district tax voted by the residents of districts, should the territorial and county funds be insufficient to maintain the schools 3 months. The board of education on examination issues certificates of 2 grades to professional teachers of experience and ability for 2 years, another for 6 years. Teachers not holding such certificates must pass an examination by the county board of examiners, who may issue certificates good for 2 years in order to receive any portion of the public school funds, schools must be taught by a duly examined and legally employed, and no sectarian doctrines must be in the school districts must also report according to law. Children between 8 and 16 years of age must attend school for 16 weeks each year. This compulsory law, however, has not been enforced, owing to the lack of school accommodations.

GENERAL CONDITION.

The territorial superintendent expresses the conviction that a deep interest in education by the people of the Territory during the year, and that a flourishing condition of the public schools exists, though the meagre statistics furnished by schools have failed to present this in any fair degree. For a time, however, he thinks the best cannot be generally reached because of sparsely settled rural districts, short schools and small but costly schools.

CITY SCHOOL SYSTEM.

TUCSON.

Tucson expended \$4,527 for teachers' salaries in 1881 and \$2,519 for other expenses. The report of the principal of the public school states that the schools were graded during the year into 3 divisions: primary, with 4 grades; grammar, with 4 grades; high, with scientific and literary courses of 3 years. The attendance in the primary and grammar grades was 234; that in the high school, if any had reached that grade was not given. The school population was estimated at 1,500, the attendance at Catholic schools at 450, leaving about 800 not attending any school.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There are two schools of this grade known to exist, one at Prescott and one at Tucson. A third is indicated by the United States Commissioner of 1880, probably at Phoenix, as Superintendent Sherman speaks of high schools being done there.

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

The law provides for the establishment of a university, to be under the control of a board of regents composed of the governor, the judges of the supreme court, the resident property holders of the Territory. It is to be supported by the proceeds of the university lands granted by the United States, by individual gifts, and by the appropriation, but has not yet been commenced, as the funds are insufficient.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MORRIS H. SHERMAN, territorial superintendent of public instruction, Prescott.
[Term, January, 1881, to February, 1883.]

DAKOTA.

STATISTICAL SUMMARY. *a*

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21) -----	39,742	550,000	10,258	-----
Enrolled in public schools -----	13,718	25,451	11,733	-----
Number of these colored or Indian -----	41	-----	-----	-----
Average daily attendance -----	8,530	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts reported -----	-----	1,255	-----	-----
Schools or school rooms -----	508	1,022	514	-----
Number of these graded -----	-----	41	-----	-----
Number of sittings provided -----	13,223	-----	-----	-----
School-houses for public free schools -----	-----	799	-----	-----
Valuation of public school property --	\$214,760	\$532,267	\$317,507	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	212	346	134	-----
Women teaching in the same -----	308	687	379	-----
Whole number of such teachers -----	520	1,033	513	-----
Average monthly pay of men -----	\$32 31	\$33 00	-----	-----
Average monthly pay of women -----		26 00	-----	-----
INCOME AND EXPENDITURE.				
Reported receipts for public schools --	\$255,000	\$363,000	\$108,000	-----
Reported expenditure for them -----	245,000	314,484	69,484	-----

a As the statistics reported to the territorial superintendent for 1879-'80 are said by him to be exceedingly imperfect, those here presented are from the United States census of 1880, except as regards receipts and expenditures, which are from a report of the governor to the Secretary of the Interior; the statistics for 1881 are from a report of the territorial superintendent for 1881.

b Estimated by territorial superintendent.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A superintendent of public instruction is appointed by the governor, with the approval of the legislative assembly, for a term of 2 years. County superintendents, who may be either men or women, are elected by the people for 2 years. District boards, comprising a director, clerk, and treasurer, are elected for 3 years, 1 going out each year. No distinction of sex is made in the qualification of voters in district meetings.

OTHER FEATURES OF THE SYSTEM.

Public schools are supported from a county tax of 2 mills on the dollar, a poll tax of \$1 on each elector, the proceeds of fines and forfeitures, and such special district taxes as may be voted by the people, the last, however, not to exceed 1 per cent. on the taxable property for school-houses and sites, 1½ per cent. for teachers' wages, fuel, and other contingent expenses, ¼ of 1 per cent. for school furniture and apparatus, and \$25 annually for each district library. County funds are apportioned to each district in proportion to the number of resident children and youth therein 5 to 21, and the public schools are free to all of that age. No district is entitled to its share of the fund unless it has sustained a school 3 months during the previous year and forwarded a report of school statistics to the county superintendent. Destitute children 8 to 14 are provided with necessary books. The Bible must not be excluded from the public schools; it may be

read 10 minutes daily, but without sectarian comment, and no pupil is required contrary to the wishes of parent or guardian. Teachers must make reports statistics each term or forfeit pay; county superintendents must report annual territorial superintendent on penalty of like forfeiture, and the territorial superintendent must report annually to the governor. A territorial teachers' institute from 3 to 6 days, must be held each year at some convenient point by the territorial superintendent, if so requested in writing by one or more county superintendents; such request be not made he is required to hold institutes in three judicial districts continue not less than 6 nor more than 12 days.

GENERAL CONDITION.

The public school statistics of this Territory for 1880-'81 are very meagre, owing to the fact that several of the larger counties failed to send any report to the territorial superintendent. Among the causes suggested for this failure are defective laws and the low pay of county superintendents, who receive only \$3 a day for time actually employed and 5 cents a mile for travelling expenses, nothing being allowed for stationery. Then, too, the reports when received must be far from adequate, since they embrace statistics of the common district schools (generally ungraded), the large towns and towns being managed by boards of education under special laws and not required to report to the county superintendent.

The legislature failed to authorize the publication of the territorial superintendent's report for 1880-'81, but a brief one was printed by him at his own expense. The superintendent's pamphlet was addressed especially to school officers and was intended to aid them in a better and more uniform enforcement of the laws, besides offering suggestions as to needed amendments, the principal change recommended being the adoption of the township system. This is described, the advantages of its application to the Territory are shown, and school officers are urged to use their influence in securing its adoption by the legislature. The same topic is treated by the governor in his report to the Secretary of the Interior. The governor advocates the enactment of a Uniform School Law, applicable to all the Territories, establishing the township system; also, making provision for the collection of statistics, the keeping of public accounts, the maintenance of one or more normal schools in each Territory, and the organization of the universities already provided for.

As in former years, the statistics are very imperfect and furnish little basis for comparison. Out of 49 organized counties, from 46 of which reports were due, only 15 have reported, and nearly all were accompanied by letters showing that they are incomplete and inaccurate. The financial statements are particularly deficient, partly because school officers neglect their accounts and reports, but largely because the law is very imperfect and inharmonious in respect to these matters. The superintendent thinks that only two-thirds of the school revenues appear in this report; that a full one would have shown receipts and expenditures each over \$500,000. He thinks, too, that there are at least 1,800 organized districts, 1,700 schools, and 1,300 school-houses valued at \$1,000,000 with nearly 50,000 children to be provided for.

CITY SCHOOL SYSTEMS.

OFFICERS.

In the cities of Yankton, Fargo, Deadwood, Grand Forks, Vermillion, and Falls the schools are managed by boards of education established under the special laws chartering them.

ADDITIONAL PARTICULARS.

The boards of education in the cities above named have large powers granted them, including power to levy taxes, borrow money, and issue bonds. The schools of Yankton have been longest in operation and have maintained a high grade of efficient and excellent work and good progress have also been secured in the other places. The great error in the plan is the localization of all their experience and the exclusion of cooperation, even statistics not being furnished, except as locally published.

Yankton reports a slight decrease during the year, according to school census, in the population of the city, in the school population, and in public school enrolment including 749 pupils in primary, grammar, and high grades; an average attendance of 14 pupils, under 14 teachers; and 10 public schools, taught in as many buildings, all the latter owned by the board, having sittings for 569 pupils. The attendance dropped through fears of an epidemic and was partly absorbed by a newly established parochial school. Complaint is made of carelessness on the part of some parents.

¹The inadequacy of the superintendent's salary and other allowances has since been

the regular attendance of pupils. Still, with all these hindrances, better work was done by the regular attendants than during any previous year. No study out of school is required in any grades below the third grammar, and even in this and in the high school one hour a day of extra study is sufficient if the time in school be faithfully used.

TRAINING OF TEACHERS.

TERRITORIAL NORMAL SCHOOL.

A territorial normal school was organized October 15, 1881, at Springfield. Aid to the amount of \$800 was received from the city; the annual charge for tuition is \$15. Certificates are given graduates of the course (covering 3 years) which authorize holders to teach in the common schools without further examination.—(Return.)

TEACHERS' INSTITUTES.

As already stated, the territorial superintendent is required to hold institutes, either a general one at some central point or else several in the judicial districts; but no public funds are allowed for the expenses of these meetings. Teachers are required to attend; and county superintendents may refuse to grant teachers' certificates to such as are absent without good excuse. Several institutes were held during 1880-'81 by the superintendent, among other places at Fargo, Jamestown, Elk Point, Swan Lake, Madison, Sioux Falls, Mitchell, and Marion Junction. County teachers' associations were also formed in several counties and attended by the superintendent, the sessions in some of them extending through two or three days and the work being of the character of that done at institutes. Other institutes were held in various counties by the county superintendents, and many brief but valuable meetings were held by teachers.—(Letter from superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOL.

No definite information for 1880-'81 has come from any public high school, except that at Yankton, although it is known that such exist in a number of the larger cities and towns of the Territory. That at Yankton reports 49 pupils and 4 graduates. The smallness of this class is explained by the fact that a year was added to the course of study, which would have left the school without any graduates in 1881 but that a few belonging to the senior year were able to complete the full course of 4 years in 3.

OTHER SECONDARY SCHOOLS.

The provision heretofore made for advanced education in public high and graded schools is being supplemented by the establishment of academies, collegiate institutes, and colleges. Among these are the Academy of the Sacred Heart, Yankton (Roman Catholic), under the management of the Sisters of Mercy; a collegiate institute, Sioux Falls (Baptist), and the Dakota College, Spearfish, in the Black Hills, established by Congregationalists and having the equipment and aims of a high school or academy. The Academy of the Sacred Heart has buildings valued at \$50,000. It has been successful from the beginning, and its patronage steadily increases. The Roman Catholic Church has also maintained schools at Bismarck, Deadwood, Holy Cross, and perhaps other places, all having a partially academic character.

For statistics of such as report, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

The University of Dakota was by an early statute located at Vermillion; and a letter from the territorial superintendent says local enterprise was engaged in erecting buildings to cost \$10,000.

DENOMINATIONAL COLLEGES.

The Association of Congregational Churches for Southern Dakota having established a college at Yankton, the citizens gave \$15,000 in money, besides grounds and other aids. A large and attractive building was in course of erection in the northern part of the city, the college having, meantime, been opened in leased apartments.

The Presbyterians of Northern Dakota and Minnesota organized a college at Casselton, Dakota, for which ample grounds were provided and a building was soon to be commenced, the numbers and wealth of its patrons promising a vigorous progress.—(Letter from territorial superintendent.)

PROFESSIONAL INSTRUCTION.

SCHOOLS OF SCIENCE, LAW, THEOLOGY, AND MEDICINE.

No steps appear to have been taken as yet towards the establishment of professional schools.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Dakota School for Deaf-Mutes, Sioux Falls, opened by private enterprise in November, 1880, became a territorial institution in March, 1881. The citizens of Sioux Falls, besides contributing liberally towards the school while it was a private institution, donated 10 acres of land when the Territory took charge of it, the legislature having appropriated \$2,000 to erect buildings. The school is free to deaf-mutes of Dakota, and 10 were under instruction during the first year.

Besides the above there were 2 pupils from this Territory attending the Iowa School for the Deaf and Dumb, Council Bluffs, at a cost to the Territory of \$15 for each.

Provision for the blind was made at the Iowa College for the Blind, Vinton, Iowa. There had 3 Dakota pupils under instruction during 1880-'81.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. H. H. BRADLE, *territorial superintendent of public instruction, Yankton.*

[Second term, January 1, 1881, to January 1, 1883.]

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase,	Decrease.
POPULATION AND ATTENDANCE.				
Total District population (6-17) -----	217,624	243,537	-----	-----
Total population -----	213,945	-----	-----	-----
Public schools -----	26,439	27,299	860	-----
Attendance in public schools -----	9,505	9,583	78	-----
Daily attendance -----	20,637	20,730	93	-----
Attendance of colored -----	6,412	7,292	880	-----
Attendance in the private -----	5,781	5,000	-----	781
SCHOOLS.				
Study -----	306	392	24	-----
-----	21,528	21,733	207	-----
of schools in days -----	193	190	-----	3
School property -----	\$1,206,355	\$1,326,888	\$120,533	-----
TEACHERS AND THEIR PAY.				
Public schools -----	34	35	1	-----
in public schools -----	399	425	26	-----
Teachers -----	433	460	27	-----
-----	130	135	5	-----
Pay of men -----	\$90 16	\$91 13	\$0 97	-----
Pay of women -----	62 24	61 27	-----	\$0 97
EXPENDITURE.				
Public schools -----	\$476,957	\$555,644	\$78,687	-----
For public schools -----	438,567	527,312	88,745	-----

a United States Census of 1880.

and returns of Superintendents J. Ormond Wilson and George F. T. years indicated.)

DISTRICT SCHOOL SYSTEM.

OFFICERS.

Executive officer in 1880-'81, as previously, was a superintendent of public schools in Washington and Georgetown and for both races in the rural districts for the public colored schools in the two cities, both appointed by the Commissioners to serve during good behavior or the pleasure of the ruling board and aid to the trustees in the selection of qualified teachers to be employed, a board of examiners is annually formed of the 2 superintendents, the supervising principals and principals of individual schools chosen from teachers. The school board annually appoints supervising principal and local supervisors in their respective divisions, under the direction of the

OTHER FEATURES OF THE SYSTEM.

Schools are free to all resident children 6 to 17 years of age, and by a law of 1874 are required to attend at least 12 weeks each year, unless in other

schools or excused for cause. The want of school room has rendered this lawative, but as school buildings are increased it may come to be enforced. The colored pupils continued to be taught, with equal advantages, in separate schools being under teachers of the race to which they belonged; the fund is distributed in proportion to the school population of each race, each race having a normal school. The city schools were of 8 grades, with high school classes rising usually beyond these; the studies of each grade, including vocal music and drawing, covered a year. In the rural districts there were graded and ungraded according to the local density of the population. The school board decides what books shall be used and appoints the teachers, determining their grade from the examining board. Teachers must attend all meetings and special classes for their improvement, and must make such daily records and present such reports as are required, in order to receive their pay. Both teachers and pupils are required to protect themselves from small pox by vaccination or otherwise.

GENERAL CONDITION.

The school record of the District for 1880-'81 was such as no combination of country need be ashamed of, the public schools enrolling almost 63 per cent, 43,537 children of school age. Adding the 5,000 reported as in private or church schools, about 32,300 of the school population, or over 74 per cent., were under instruction. The average daily attendance in the public schools was more than 47 per cent. of the number of school age and almost 76 per cent. of the number enrolled. There was an increase over the previous year of 860 in enrolment and of 93 in average daily attendance; 2 new school buildings were added during the year, with 24 rooms for sittings, and 27 teachers; while the school term was shortened by 3 days. There was but a slight variation in the average monthly pay of teachers, that of males being 10 cents more, while that of females was less by the same amount. School property increased in value \$120,533; while receipts for schools, increased by \$78,687, were more than covered by an increased expenditure of \$68,745.

KINDERGARTEN.

During the year 1880, the Georgetown Kindergarten (1878) was discontinued and resumed in 1881, and a new school was opened in Washington by Miss Ogla H.

The others reporting were Capitol Hill Institute and Kindergarten (1877), Columbia Graded School and Kindergarten (1879), National Kindergarten (1874), National Home Kindergarten School, Georgetown (1880), and Fröbel Institute and Kindergarten (1875).

For further information respecting schools of this kind, see Table V of the report.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Normal instruction was given in the Washington Normal School for Whites and in the Miner Normal School for Colored (1877) in courses of 1 year; in the departments of Howard University (1867) and of Wayland Seminary (1865), in courses of 3 years each; while the Kindergarten Normal Institute (1875) reported courses of 2 years, with different diplomas. The Washington Normal School graduated a class of 20, who were immediately taken up as teachers. Miner School graduated a class of 18, and all but 1 engaged in teaching. The normal department of Howard University had 97 normal students, of whom 87 were in model classes. Wayland Seminary reported whom 39 were also in the theological department; while the Kindergarten Normal School graduated a class of 9, all engaging at once in teaching.

TEACHERS' INSTITUTES.

There is no change in respect to these since 1880. The law for semiannual meetings still existing, the practice is to hold more frequent meetings, called teachers' institutes, for discussion of school questions.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The Washington high school for whites, having been retarded in its progress by beginning by lack of suitable accommodations, closed the year 1880-'81 with the prospect of a new and commodious building in which to do its work in the future. The 3 courses—academic and scientific of 3 years each and business course of 1 year—there was in 1880-'81 no change of studies from those of 1879-'80. In the department there were 104 enrolled and 84 in average daily attendance and in

d and 100 in average daily attendance, giving an aggregate of 234 enrolled daily present, a gain of 55 in enrolment and of 34 in attendance over the year 1880-'81. For the first time in the history of this school, there was, in June, a graduation, when certificates were conferred on 23 males and 33 females. The school for colored continued its 3 years' course of studies, including algebra, geometry, chemistry, astronomy, and mental philosophy. During the year 1880-'81 the school enrolled 75, retained 60 in average daily attendance, and graduated 10 per cent. in scholarship for the first year was 59.4; for the second year, 60.5; for the third year, 70.5; for entire course, 66.5 per cent., a falling off of .5 from the year 1879-'80. (Information furnished by superintendents.)

OTHER SECONDARY SCHOOLS.

Information respecting business colleges, private academic schools, preparatory departments of colleges, see Tables IV, VI, VII, and IX of the summaries of their statistics, see corresponding tables in the report of the year preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Georgetown College (Roman Catholic), founded as a college in 1789, chartered as a university in 1880-'81 its usual course of studies. After 2 rudimentary preparatory and 4 classical collegiate, with a post graduate course, while the college course of comparatively low grade, covering 3 years, for which there is a preparatory course. In the preparatory department were 147 students, and in the classical and scientific, 80, under 19 instructors, with 11 graduates. The college library contained 30,000 volumes, and the college property valued at \$325,000.—(Catalogue and return.)

Washington College (Roman Catholic), Washington, reopened in 1848 and incorporated as a college in 1858, continued, in 1880-'81, to offer its college course, including Greek and a non-classical course embracing the English language and literature, and natural sciences; but no students appear to have then passed beyond a preparatory studies.—(Catalogue.)

Georgetown University (non-sectarian) continued in 1880-'81 its preparatory and normal courses each, classical of 4, and a literary course of 5 years, which last embraces the preparatory and college courses, except the Greek of the former and the Latin of the latter. Counting those pursuing this course, there were 35 students, 19 were classical and 19 preparatory. There was a library of 7,000 volumes valued at \$250,000; a productive fund of \$20,000, affording for the year 1880-'81 a congressional appropriation of \$10,000, and a donation of \$25,000 from G. Stone, of Massachusetts.—(Catalogue and return.)

Deaf-Mute College became a department of the Columbia Institution for the Deaf and Dumb in 1864, with a preparatory course of 1 year and a collegiate one of 4 years, leading to the degrees of B. A., M. A., B. S., B. L., and Ph. D. on completion of the required studies in the department there were 68 students, and in the preparatory 46, with 10 graduates. Since its foundation 234 had received instruction, of whom 32 were graduates. (Catalogue, report, and return.)

Georgetown University (1821) divides the studies of the college into 7 schools: English, Latin, and mathematics, of 4 years each; modern languages and natural science, of 3 years each; and a school of philosophy of 2 years. During 1880-'81 there were 100 students, with 2 instructors, and 39 in the college department, with 10 graduates. The degrees of A. M. and A. B. were conferred on 2 graduates. There was a library of 10,000 volumes; college property was valued at \$300,000; and there was a fund of \$100,000.—(Report and return.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Information respecting Howard University, which gives equal privileges to both sexes, and other public institutions of collegiate rank exclusively for women in the District, see the report of the year preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Georgetown University and *Columbia University* reported, as heretofore, scientific courses in the *National Deaf-Mute College*, one of 3 years. The polytechnic department of the *National University*, mentioned in the report of 1879-'80 as about to be organized, was not in 1880-'81 been organized, and did not seem likely to be for some time.—(Catalogues.)

PROFESSIONAL.

Theological.—The theological department of Howard University (non-sectarian) continued in 1880-'81 its examination of uncertificated applicants for admission to its course, in which it had, under 4 instructors, 39 students, of whom 6 were graduates. Its students have access to the university library. Wayland Seminary (Baptist) also 39 students under 1 instructor, without note of graduations. It had a library of 1,900 volumes.—(Returns.)

Legal.—The law departments of Columbian University, Georgetown University, and National University had, in 1880-'81, their previous courses of study, each, followed by a 1 year's post graduate course, the supreme court of the District of Columbia requiring 3 years of study for admission to the bar. Georgetown reported 38 students, including 7 post graduates; Howard, 13, conferring the degree of LL. B. on its 5 graduates; Columbian, 155; while the National graduated 30.—(Catalogues and announcements.)

Medical.—The National Medical College of the Columbian University, the department of Howard University, and the medical department of the University of Georgetown all continued their 3 years' graded courses, the last named extending a year to 8 months, the others retaining their 5 months' courses, Howard alone requiring preliminary examination in English. Columbian, from a class of 44, graduated 12; Georgetown the same number from a class of 41, and Howard, having 81 students, graduated 12.—(Catalogues and returns.)

The *National College of Pharmacy* continued in 1880-'81 to require for graduation a degree an age not less than 21 years, 4 years' experience in the practice of pharmacy, full courses of lectures of 5 months each, and a 10 weeks' course in practical analytical chemistry. The last course, as also that of analytical chemistry, must be completed in this college. Upon those who pass a satisfactory examination and are recommended by the board of examiners and faculty, the degree of doctor of pharmacy is conferred.—(Circular.)

For statistics of the legal, medical, and pharmaceutical schools, see Tables XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, on Kendall Green, near Washington (1857), including the collegiate department (called the National Deaf-Mute College) reported 114 students for 1880-'81, of whom 103 were males and 11 females. Of these 75 were in the college and 46 in the primary department. No change is noted, except that the lower preparatory class of the college was removed to the primary department, made the advanced class of that department, leaving only the advanced preparatory class, now called the introductory class. No mention is made of the progress of teaching articulation, reported in 1879-'80 as being very encouraging, or of other details.—(Twenty-fourth report.)

EDUCATION OF THE BLIND.

There being no institution for the blind in the District, the Government Institution for the Blind, continued to make provision for them in the Maryland Institution for the Blind. During the year the United States beneficiaries from the District numbered 9 males and 8 females, most of them said to be bright and promising scholars. Their studies reached as high as algebra, geometry, history, and rhetoric, with vocal and instrumental music, the institution having 10 pianos and a grand organ with water organ. The industries were piano-tuning, broom and mattress making, chair caning, paper making, fancy sewing, knitting, and use of sewing machine.—(Twenty-fourth report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia* (1869) up to July 1, 1881, had 713 boys; during the year it had 219 under training, 60 of them committed in 1880-'81, 67 discharged on good behavior, while 14 left without consent. Of the 60 committed, 75 per cent. were 12 to 15 years of age, 7 were orphans, 11 fatherless, 12 motherless, while only 30 had both parents living. Neither accident nor death had occurred during the year; progress in studies was very satisfactory, as were also results of the instruction on the farm and in the garden and shops, in which last the boys were trained in making, tailoring, and chair caning. Many improvements around the building had been completed, and additional land, purchased with money from the estate of Jay Co., was put under cultivation.—(Report.)

The *Industrial Home School*, Georgetown (1864), supplies a much needed charity for the poor, neither an orphan asylum nor a reformatory school. It is a child saving institution.

en of either sex who are left in such a condition as to endanger their such as orphans and children of dissolute and destitute parents. While stian home for such, it aims to give a moderate amount of education for

For 1880-'81 it reported 109 inmates. The school department is rished with teachers by the District board of trustees of public schools. below the school age there is a Kindergarten. The industries are work and the buildings, in the garden and greenhouse, in carpentry, shoe-housework, and sewing. During the year a greenhouse was completed ration, the grounds were graded and ornamented, swimming and fish and foundations laid for a cottage. Congress appropriated toward its — (Report.)

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

Male Orphan Asylum (1855) reported 110 inmates for 1880-'81; *St. Vincent's Asylum*, 115; while the *Branch St. Vincent Female Orphan and Industrial*. The 2 former give elementary instruction in school studies and house- The pupils of the last are admitted at 13 to 20 years of age and are to 6 years, according to their capacity for instruction; are given a fair n, with German and French, and trained in housekeeping, laundry work, d ornamental sewing. When thus prepared to teach or to do useful s they are furnished with suitable homes. The institution is self sus- ale of the useful and ornamental work of the pupils. — (Special report.) *City Orphan Asylum* throughout its history of 67 years has been managed the city, and is entirely dependent on the charities of the public. It re- '81, 160 inmates, mostly small boys and girls, taken from the desti- rty of the city, of whom 5 were adopted, 9 indentured, 36 reclaimed. friends, while 2 were sent to the reform school. For school instruction le and senior departments. Dr. J. C. Hall, one of the trustees of the bequest from which a memorial hall was nearly completed at the close. (Report.)

Protestant Orphan Asylum, Uniontown (1879), in its second annual state- 1881, reported \$3,453 received for its work and \$3,360 expended. It had oys and 20 girls, of whom 6 were whole and 35 half orphans. Children from 3 to 11 years of age and trained in elementary studies; the boys garden work and the girls housework and sewing. At suitable ages they omes under the care of officers of the institution till of age. The asso- during the year, through congressional aid, a deed in fee simple for the

Association for the Relief of Destitute Colored Women and Children was incor- et of Congress in 1863 to provide for such a suitable home, board, clothing, and to bring them under Christian influence. Duly appointed officers discipline, impart instruction in useful knowledge and in some regular and establish rules for the preservation of health as well as for physical, moral improvement, and to bind out by indenture such children as capable of learning a trade. During 1881 there were 135 inmates, of l women and 128 children. The school of the home was made a part hool system of the District in February, 1880, since which time it is made marked progress, the standard during the year being raised to es. All the children of 6 years of age and upward were enrolled in the g 65.8 per cent. of the inmates. In the industrial department there e children 1,891 articles of bedding, clothing, and all else used in the pt hats and shoes, besides 102 pairs of stockings knit by the children and ly in exceptional cases are children admitted under 3 years of age, and yond the age of 11 or 12, or until suitable homes are found for them. n of \$6,535 from Congress is acknowledged for 1881. — (Nineteenth report.)

TRAINING OF NURSES.

on Training School for Nurses (1877) reported, for 1880-'81, 7 instructors, g 40 since opening), and 3 graduates, all of whom continued in the pro- ll course of studies covers 2 years of 42 weeks each. The only income rship dues. The demand for trained nurses was increasing, and grad- of constant and remunerative employment. For admission, candidates s than 20 years of age and must furnish evidence of good moral char- l health. The second year must be passed in nursing in hospitals and under the direction of teachers, at the close of which time those who all the requirements and have passed a satisfactory examination receive eturn and fourth announcement.)

TRAINING IN ART AND MUSIC.

The *School of the Washington Art Club*, under Mr. Edmund Clarence Messersmith, is based upon the idea of individual instruction in drawing with pencil, coal, or crayon, and professional methods. No classes are formed, but each student is trained to examine for himself and to represent them as he sees them. There is, consequently, no instruction from the flat, but only from models, from nature, and from life, instruction in which is being given throughout. The school is yet in its infancy, but hopes to enter, in the near future, into better quarters, with greater facilities for useful and effective work.—(Pennsylvania Education.)

In the *Art School* of Mrs. S. E. Fuller (who gives lessons in the public schools on the Walter Smith system) the plan of instruction is essentially the same as that of the above mentioned, individual instruction being given to each student and trained to study nature and the works of those who best interpret her. A collection of casts and models enables students to study object drawing. Life classes are held twice a week. A class of 47 students appears in the catalogue for 1901.—(Twelfth catalogue.)

The *Rouzee Art School* of Mr. W. M. Rouzee employs the method known as the "Rouzee system," which, after a pupil has become familiar with the rudiments of painting, consists in drawing the outline of objects, or groups of objects, and then filling them in by straight lines and angles showing height and breadth and points. The eye is thus trained to the true character of curves and angles. In 1881, under 2 instructors, 132; largest average monthly attendance, 105.—(Circular.)

Mrs. Imogene R. Morrell, of the National Academy of Fine Arts, instructs the young persons of all ages in the principles of art according to the method of the European schools in which she has studied.

The *Washington Conservatory of Music* (1868), under the direction of Mr. O. B. Burleigh, has 12 instructors, embraces teaching on the piano, organ, violin, flute, guitar, and other instruments, musical notation, cultivation of the voice (including elocution and technique), thorough bass, harmony, counterpoint, composition, and the art of singing. Pupils are classed in first, medium, and advanced grades of a year each, although instruction is given mainly on the idea of individual peculiarities of taste and capacity.—(Circular.)

The *School of Music* (1877), Theo. Ingalls King, principal, offers to pupils the services of teachers in such branches as the student may elect, including nearly all those that above mentioned. The methods of instruction are by private lessons and classes, each pupil having the advantage of individual attention. A catalogue for 1901 shows 84 pupils for that year.—(Circular and catalogue.)

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for whites meets once a month to compare experiences in government and teaching.

CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON is superintendent of public schools for whites in Washington town and of the schools for both races in the rural districts.

Hon. GEORGE F. T. COOK is superintendent of the public schools for colored pupils in Washington and Georgetown.

IDAHO.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of school age (5-21)	6,000	69,115	3,115	-----
Number of scholars enrolled	6,758	6,080	-----	678
Number of daily attendance	-----	4,127	-----	-----
DISTRICTS AND SCHOOLS.				
Number of school districts	149	167	18	-----
Number of school-houses	-----	5100	-----	-----
Number of schools	155	5115	-----	-----
Number of days of schools in days	-----	150	-----	-----
TEACHERS AND THEIR PAY.				
Number of teachers employed	-----	175	-----	-----
Monthly pay of men teaching	-----	\$65	-----	-----
Monthly pay of women teaching	-----	50	-----	-----
INCOME AND EXPENDITURE.				
Income for public schools	\$51,530	\$54,609	\$3,079	-----
Expenditure for public schools	38,812	44,840	6,028	-----

United States Census of 1880.

Statistics of schools and school-houses in 1880-'81 are imperfect, two counties failing to report, others report only partially.

On returns of Hon. James L. Onderdonk, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

There are, for the Territory, a controller, who is ex officio territorial superintendent of public instruction; for each county, an auditor, who acts as county school superintendent (except in 2 counties, where the probate judge acts), and a county school examiner, appointed by the board of county commissioners, who, with the county superintendent, constitutes a county board of school examiners; for each district, 3 trustees, annually by the voters of the district.

OTHER FEATURES OF THE SYSTEM.

Schools are sustained by the interest of an irreducible and indivisible school fund, levied by taxes of not less than two and not more than eight mills on each \$1 of taxable property, by the amounts received from fines and forfeitures for breaches of the laws, and by a sum derived from teachers' examination fees of \$3 from every applicant before receiving a certificate. A rate bill, not exceeding \$25 for school property, may be levied on parents and guardians of children attending school, but the children are not to be denied school privileges if their parents and guardians are unable to pay such tax. For a district to receive its amount of school fund at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have had such tracts, or documents distributed therein. The basis of distribution of the territorial school fund is according to the number of children between 5 and 21 years of age in each county; but as each county constitutes at least one school district, irrespective

of the number of children of school age therein, one-half is to be divided equally among the several districts of the Territory complying with the law; the other half, proportionally to the number of children of school age enumerated in the county, except in counties which have a different arrangement. New districts receive their per capita allowance out of the school funds of the old districts from which they are formed; but to keep the schools open three months and to report them according to law the first year, the money must be refunded. Teachers considered competent to teach after examination by the board of examiners receive certificates good for one year, showing the branches they are authorized to teach.—(School law, 1879.)

GENERAL CONDITION.

The superintendent of public instruction, in making his report for the year 1881, states that a degree of substantial progress has been reached, notwithstanding the imperfect system of supervision and lack of funds. The statistics are so meagre for both 1881 and 1882 that it is difficult to make a fair comparison, although there has been some improvement at some points. Graded schools have been established at Boise City and at Lewiston, the building in Lewiston costing \$10,000. Out of 129 districts giving information, 84 reported them in good condition, 34 in poor condition, 12 as improperly heated and ventilated, 2 as having insufficient grounds, and 1 as not properly drained.

ADVANCED INSTRUCTION.

NORMAL AND SECONDARY SCHOOLS, COLLEGES, &c.

There are no schools for normal, secondary, or superior instruction reporting for the year 1881.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JAMES L. ONDERDONK, *territorial superintendent of public instruction, Boise City,*

[Second term, February 21, 1881, to February 21, 1882.]

INDIAN TERRITORY.

SUMMARY OF EDUCATIONAL STATISTICS. *a*

	1879-'80.	1880-'81.	Increase.	Decrease.
AND ATTENDANCE.				
United States, exclusive	256, 127	261, 851	5, 724	-----
in the Five Nations.....	511, 444	9, 315	-----	-----
among tribal Indians.....	34, 541	38, 923	4, 382	-----
of the Five Nations.....	6, 098	6, 183	85	-----
of tribal Indians.....	7, 240	8, 109	869	-----
of Five Nations.....	(c)	23, 496	-----	-----
of tribal Indians.....	4, 651	4, 976	325	-----
that can read, inclusions.	46, 330	44, 478	-----	1, 852
Indians taught to read	1, 744	1, 508	-----	236
SCHOOLS.				
of Five Nations.....	12	11	-----	1
of Nations.....	212	198	-----	14
of tribal Indians.....	60	68	8	-----
of tribal Indians.....	109	106	-----	3
boarding schools.....	72	79	7	-----
day schools.....	321	304	-----	17
TEACHERS.				
tribal Indians.....	338	368	30	-----
appointed as teachers.....	200	184	-----	16
EXPENDITURE FOR SCHOOLS.				
for education of Indians	\$509, 760	\$548, 824	\$39, 064	-----

For convenience, all education of Indians is, as far as possible, included under this heading, as has been given as to missionary educational work under Alaska, p. 278.

Chickasaws or Seminoles.

Laws report this for 1879-'80, giving 1,845.

except the Creeks.

of Hon. H. Price, Commissioner of Indian Affairs, for the two years

SCHOOL SYSTEMS AMONG THE INDIANS.

OFFICERS.

Ascertained, the educational officers of the civilized tribes in the Indian Territory in 1881 to be as last reported, viz, among the Cherokees, a board of trustees, nominated by the principal chief and confirmed by the tribal council, for 3 years, one to be changed each year, with a board of 3 directors for each tribe, appointed by the board of education, to hold during good behavior; among the Chickasaws, Creeks, and Seminoles, superintendents of public schools, with oversight, with trustees for local supervision of the schools of the territory of each tribe is divided.

The Government, through its Commissioner of Indian Affairs, largely directs the educational work for other Indians within the Indian Territory and elsewhere

(except in Alaska) to the several religious associations authorized by it to civilize the different tribes. At Hampton, Va.; Carlisle, Pa.; Forest Grove, Ore., and some other places, the principals of special schools, also authorized by the Commissioner, continued, in 1891, to have supervision of the training of many Indian youths of both sexes, sent to them by the chiefs and head men of numerous tribes for ordinary studies and in useful industries.

OTHER FEATURES OF THE SYSTEMS.

The Cherokee board of education, above mentioned, makes rules for the management of the schools of all kinds belonging to the nation, while each of the local boards, which together compose the board, has supervision of the schools in the district to which they belong. The members of the board examine all persons desiring to teach, and issue certificates to approved teachers according to qualification. Each is required to report annually the number of youth of school age (7-21) in his district and in the school in which it is composed, and such children are put under his control, to be placed in proper schools at the expense of the Cherokee Nation till their 3 years' training is completed. Then such as desire the fuller 4 years' training of the high school may be sent to these at the expense of parents or guardians for board only, being free. They may also afterwards be sent to schools in the States. Similar arrangements as to primary and higher training appear to prevail in all the 4 civilized tribes, under the direction of their superintendents and trustees.

Among the uncivilized Indians there is no uniform system as to studies, each missionary or missionary association doing what seems best; but there is an increasing disposition to gather the children into boarding schools, where they can be more easily protected against the degradation of barbarous rites and habits, and regularly taught, kept under better discipline, and trained in "white men's ways and industries."

GENERAL CONDITION.

As may be seen from the table of statistics, the schools of the Five Nations had 6,183 out of a reported school population of only 9,315, while the Creeks enrolled, 4 of the nations report 3,496 in average attendance, the Creeks more than turn on this point. Of the comparatively uncivilized tribal Indians throughout the country, 8,109 out of 38,923 of school age were in the schools held for them, 4,977 enrolled being in average attendance. These figures indicate a considerable educational interest among the civilized, especially as two of their chief schools were burned in 1880-'81, while they were greatly troubled during the year by the incursions of lawless whites into their territory. The advance among the uncivilized was also great, both the increased enrolment and increased average attendance being this, although they too were in many cases troubled by encroachments of whites. The day schools among uncivilized Indians fell off 3; but the better and more numerous boarding schools were 8 more in number. Among the additional schools were 2 for the mission Indians of California, who, from their peacefulness, their industry, and their industrious ways, appear to have fairly merited an increase of advancement. Six of the 8 new boarding schools for Indians in Utah, Arizona, and New Mexico were meant to accommodate 351 pupils, and are said to have been the first provided for the 27,000 Indians of those regions, who represent a school population of less than 5,000. The remaining 2 new ones were established at Cheyenne River, Dakota, and among the Omahas of Nebraska. In all, 3 new school buildings were completed, furnished, and occupied during 1890-'91, 8 more were under construction for occupation, and 5 others were in progress.

COMBINED EDUCATIONAL AND INDUSTRIAL TRAINING.

To fully civilize the Indians, it has become clearly apparent that instruction in the arts of life must be connected with training in school studies. This course has for several years been more and more attempted at several of the best Indian schools, and has been fostered by the authority of the Indian Office, especially at Hampton, Va. The pupils for these schools, as well as those for some less conspicuous ones elsewhere, have been chosen from different tribes (for their intelligence, character, and strength) to acquire a knowledge of such studies, arts, and habits as may be necessary to aid in the civilization of their people. They are trained in the English language, in ordinary school studies, in submission to discipline, in the orderly habits of domestic life, and in the common mechanical and domestic industries. The boys, include farm and garden work, carpentry, tailoring, the making of tin, blacksmithing, shoe, harness, and wagon making; for the girls, sewing, cookery, and domestic life, and nursing, and whatever will conduce to domestic comfort. The

progress made show that time only is required to solve the domestic part of the Indian problem by a continuation of this system; for intelligent agents, appointed by the Government, declare, after full inspection, that for the time during which these youth have been under instruction the advance observed in school studies, in industries, in habits, and in manners has been wonderful, and would be regarded as unusual in children taken from American homes for like training.

The number subjected to this training for the year was, at Carlisle, 295; at Hampton, 81; at Forest Grove, 78.

NORMAL AND SECONDARY TRAINING.

Education for teaching and for business is given to some extent not only in the schools above described, but also in the Santee Normal Training School, Santee Agency, Nebr., in St. Paul's Boarding School, Yankton Reserve, Nebr., and in the higher schools of the Five Nations, all for Indian youth. No training beyond this had been instituted for them in 1881.

OBITUARY RECORD.

COL. PETER P. PITCHLYNN.

This famous Choctaw half-breed, who died in Washington, D. C., January 17, 1881, had been during a long life one of the chief agents in the civilization and education of his tribe. The child of a Choctaw mother and a white who had served as an interpreter between the whites and Indians under a commission from General Washington, of fine physique and gifted with clear intelligence, he attracted in his prime the attention of Charles Dickens as one of nature's noblemen. He was born in the Indian town of Hoo-shookwa, Miss., January 30, 1806, when the Chickasaws and Choctaws owned a large part of that State. Resolving early to obtain an education, he went to a school in Tennessee, 200 miles away, carrying on his studies subsequently at the Columbia Academy, in the same State, and graduating finally at the University of Nashville. Returning thus educated to his people he exerted with great success his now developed powers in the repression of polygamy and intemperance. As a member of the national council of the Choctaws, to which he was soon elected, he made the first move for the establishment of schools, and set the example, which has been since followed at Carlisle and Hampton, of placing the first school among the whites, that other civilizing influences might operate with educational ones for the elevation and improvement of the youth brought under instruction. In 1828 he was made the leader of the expedition organized under Government auspices for the removal of the five tribes to the present Indian Territory, and by his tact and skill succeeded in making an agreement for this removal with the hostile Osages, who then held that region. Thenceforth he was till his death the trusted representative of the Choctaws in all their business transactions with the General Government, except during the war of the rebellion, when he took decidedly the Union side and commanded a Union Indian militia regiment, while many of the Choctaws were drawn into the confederate ranks from the force of early southern associations. On the return of peace he renewed his efforts on behalf of education, assisted to the utmost every movement in that direction, and is said to have been, more than any other one man, the parent of the Choctaw school system of neighborhood common schools and central higher schools, the funds for which he also did much to preserve.

CHIEF SCHOOL OFFICERS.

Those at the last advices, covering apparently the period from 1881 to 1882, were reported to be as follows:

FOR THE FIVE NATIONS.

Hon. O. H. P. BREWER, *president of the board of education of the Cherokees, Tahlequah, Ind. Ter.*
 Hon. WILLIAM L. BYRD, *school superintendent of the Chickasaws, Stonewall, Ind. Ter.*
 Rev. ALLEN WRIGHT, *school superintendent of the Choctaws, Boggy Depot, Ind. Ter.*
 Rev. JOHN MCINTOSH, *school superintendent of the Creeks, Eufaula, Ind. Ter.*
 Hon. THOMAS CLOUD, *school superintendent of the Seminoles, Wewoka, Ind. Ter.*

FOR OTHER INDIAN SCHOOL WORK.

Gen. S. C. ARMSTRONG, Hampton Normal School, Hampton, Va.
 Capt. R. H. PRATT, Training School for Indian Youth, Carlisle, Pa.
 Lieut. M. C. WILKINSON, Training School for Indian Youth, Forest Grove, Oreg.

¹ Mr. Benjamin Birney, of Tishomingo, is understood to have been chosen to succeed Mr. Byrd.

² Mr. Edmund McCurtain, of Red Oak, is understood to have been chosen to succeed Mr. Wright.

MONTANA.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.
POPULATION AND ATTENDANCE.			
Youth of school age (4 to 21) a	7, 070	9, 895	2, 825
Number enrolled in public schools	3, 970	5, 112	1, 142
Average daily attendance	2, 506	2, 800	294
Attendance on private schools	211	305	94
SCHOOLS.			
Public school districts	130	144	14
Public graded schools	34	36	2
Public ungraded schools	119	136	17
Whole number of public schools	153	172	19
Average term in days	96	110	14
Private schools	14	16	2
Public school-houses	119	132	13
Value of public school property	\$118, 912	\$140, 250	\$21, 338
TEACHERS.			
Number of men teaching	62	59	-----
Women teaching	99	118	19
Whole number of teachers	161	177	16
Average monthly pay of men	\$71 64	\$79 88	\$8 24
Average monthly pay of women	56 41	57 47	1 06
Number first grade certificates issued	65	115	50
Whole number issued	108	138	30
INCOME AND EXPENDITURE.			
Receipts for public schools	\$78, 730	\$94, 551	\$15, 821
Expenditure for public schools	59, 463	55, 781	-----

a Basis for distribution of school funds; age for admission to school, 5 to 21.

(From return of Hon. W. Egbert Smith, territorial superintendent of public instruction for the first of the two years indicated, and from report for both years, with the latter, of Hon. Robert H. Howey, Mr. Smith's successor.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, appointed by the governor and confirmed by the legislative council for a term of 2 years, has general charge of public affairs. Local officers are county superintendents, elected by the people for 2 years; district boards of 3 trustees, elected for 3 years, 1 going out each year; and a district superintendent for each district, elected annually.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from a county tax of not less than 3 nor more than 10 cents on the dollar; district taxes, voted by the people; and fines, penalties, and proceeds from the sale of town lots in the hands of probate judges. All moneys derived from any school lands which may be granted by Congress are to constitute an independent school fund, the interest of which is to be used for public school purposes.

census must be taken annually by district clerks, and the funds apportioned to districts according to the number of youth 4 to 21 resident therein. The age for free admission to school is 5 to 21, but trustees may receive adults and non-residents when there are good reasons for so doing. No apportionment can be made to districts which have not maintained a free public school for at least 3 months during the preceding school year, nor unless the teachers employed hold legal certificates in full force, nor if sectarian or partisan books have been used or political or denominational doctrines taught in the school. The elementary English branches are prescribed studies, and others may be added as deemed expedient by trustees, who may also open high schools. Instruction must be given during the entire course in manners, morals, and laws of health. Due attention must be given to the ventilation and temperature of school rooms, and healthful physical exercises are to be provided for pupils. Teachers must report annually to the county superintendent and to the district clerk or forfeit pay for the last month employed. Trustees report to county superintendents and the latter must report annually to the territorial superintendent or forfeit \$100 of their pay. County superintendents may, when they think best, hold institutes for teachers in all counties having 10 or more organized school districts.

GENERAL CONDITION.

The statistics show considerable increase in the school population during the year, and smaller advances in public school enrolment and average attendance. More school districts were organized, school-houses built, and schools taught, the average term being 14 days longer. While only 30 more teachers' certificates were issued than during the previous year, there were 50 more of first grade. Fewer men and more women were employed, the monthly pay of men being increased by \$8.24 and that of women by \$1.06.

The territorial superintendent, from personal observation, as well as from county reports, records a year of healthy growth of the public schools. The people contributed liberally to their support, raising over \$15,000 more by taxation than the previous year, besides increasing the value of school property by more than \$21,000. The average rate of taxation, 3.8 mills on the dollar, was nearly a mill above the minimum requirement, and 2 counties levied 5 mills, the full amount allowed by law. The low percentage of enrolment on census scholars is not owing to inefficiency of the schools, but rather to the sparseness of population and consequent distance of many pupils from school. One district in Meagher County contains about 4,000 square miles of territory and another in Gallatin County is 3 miles wide and 100 miles long. In the latter, the school-house stands near the centre; the patrons have built winter homes near by, and move there for the season in order to send their children to school. While much may be done, as in this instance, by determined effort on the part of parents, the difficulty cannot be entirely overcome until the population becomes more numerous. The policy of dividing districts and multiplying schools, to which there is a tendency in some localities, brings no adequate relief, since it necessarily results in small schools and short terms. Other obstacles noted by the superintendent may be more easily overcome, such as a failure on the part of some parents to appreciate the benefits of education sufficiently to send their children to school. To compel the attendance of such by law, he thinks, may at no distant day be considered both economical and humane. Too many studies, and hence too many classes for one teacher, short school terms, and a great variety of text books have hindered progress, particularly in the ungraded schools. The last named evil was remedied by the adoption by the legislature in February, 1881, of a uniform series of text books; for the first the superintendent recommends the arrangement of a course of study for ungraded schools similar to those which have been successfully used in other places.

CITY SCHOOLS.

PROGRESS DURING THE YEAR.

The territorial superintendent reports great improvement in the schools of the principal cities. A better classification of pupils was made during the year and more thorough work was done, particularly in the schools of Helena, Butte, Bozeman, Deer Lodge, and Virginia City, where courses of study have been adopted, including primary, intermediate, and high school departments. The school buildings are handsome and well arranged, and are supplied with improved styles of furniture, libraries, apparatus, and musical instruments. In Helena, the largest of the above (with 3,624 population), there were 562 pupils enrolled and 316 in average attendance, under 11 teachers.

TRAINING OF TEACHERS.

INSTITUTES.

A successful institute was held at Butte during the month of March for the teachers of Deer Lodge and Silver Bow Counties, and another at Virginia City in August for the

teachers of Madison County. It was expected that others would be held this year, but no positive information regarding them has been received and no attendance at those which were held are given. The territorial superintendent's importance of these meetings cannot be called in question; that they stimulate courage teachers and prepare them to do better work. He thinks, however, that which makes it the duty of teachers to attend county institutes and take part in exercises would be more effective if some penalty were attached to its violation.

NORMAL COURSES.

A department for the training of teachers was, at last accounts, connected with the high school at Helena, but no information has been received from it for 1880-

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As already stated, high school departments are connected with the graded schools at Helena, Butte, Bozeman, Deer Lodge, and Virginia City, and possibly there may be in other places. In those of the cities named particularly good work was done during the year. The course of study comprised the higher mathematics, natural sciences, and the languages.

OTHER SECONDARY SCHOOLS.

For statistics of private academies or seminaries reporting, see Table VI of this report, and for a summary, see the report of the Commissioner preceding.

SUPERIOR AND PROFESSIONAL INSTRUCTION.

TERRITORIAL UNIVERSITY.

The superintendent believes the time is near at hand for the establishment of a territorial university. In 1881 Congress passed an act granting 72 sections of the public lands of Montana for university purposes; but owing to conditions attached to its sale the benefits of this grant cannot be realized in time to meet the more pressing demands of the rising generation. He therefore advises the establishment of departments of a territorial university at as early a day as practicable, the department thought most essential being a school of mines, a normal school, and a scientific and classical school.

No information has reached this Office of any scientific, theological, legal, or medical schools in this Territory.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

In accordance with a law providing for the education of the deaf-mute and blind children of Montana, 2 deaf-mutes are being educated at the Columbia Institution for the Deaf and Blind, near Washington, D. C., at an annual expense to the Territory of \$1,000, this covering board, tuition, clothing, and medical attendance.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. R. H. HOWEY, *territorial superintendent of public instruction, Helena.*

[Term, 1881 to 1883.]

NEW MEXICO.

STATISTICAL SUMMARY.^a

	1879-'80.
POPULATION AND ATTENDANCE.	
Population.....	29,255
Attending school.....	4,755
Attendance.....	3,150
SCHOOLS.	
Public schools.....	162
Months.....	5.6
Teachers.....	46
Salaries.....	5,580
Property.....	\$13,500
TEACHERS.	
.....	128
.....	36
Teachers.....	164
Pay of teachers.....	\$30 67
INCOME AND EXPENDITURE.	
For purposes.....	\$32,171
Schools.....	28,973

^a From United States Census of 1880.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

Board of education, comprising the governor, the secretary of the Territory, the supreme court, and the Roman Catholic bishop of New Mexico, was established and still appears to have a nominal existence. The same law provided for a superintendent, to be appointed by the governor with consent of the council for a term of 2 years; but in 1874 the duties of this office were transferred to the territorial librarian. Local officers are county boards of supervisors or school directors, 3 members elected by the people for 2 years.

OTHER FEATURES OF THE SYSTEM.

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GENERAL CONDITION.

In the absence of territorial reports on education the United States census furnishes the latest information respecting schools in New Mexico. From statistics for the year preceding or for any other recent years, it is impossible to make comparisons showing progress or otherwise. A decided advance appears, however, during the decade. With about the same number of youth to be educated there attending all classes of schools in 1880 against 1,798 in 1870. The governor's disposition to encourage education is rapidly growing and intelligence becoming general through the agency of newspapers, which have been established in all principal towns. A scattered population and the prevalence of two languages has created as great difficulties in the way of prosperous schools in this Territory, and this should be wise for Congress to deal with the subject so far as to see that the true aims of public schools be carried out, ample and equal advantages be provided for and aid afforded if necessary from the National Treasury.

From a sketch of the educational condition prepared by Hon. W. G. Ritchie of the Territory, it appears that parochial and academic schools are sustained in more important towns and neighborhoods by the Roman Catholic Church, under the control of the Jesuits, the Christian Brothers, the Sisters of Loretto, and the Sisters of Charity, and that the various Protestant denominations are also represented in the larger towns by primary and academic schools. He says the Roman Catholic schools are largely supported in most of the counties by the public school funds and the other denominations generally by tuition fees or private contributions or both, a small part of the private funds coming from outside of the Territory. He thinks the present system might by proper management produce good schools, as it does even now in some instances, although as a whole its workings are most unsatisfactory. But the territorial legislature cannot be induced to make the changes necessary to a better administration, and considering the peculiar difficulties existing here, he thinks some relief be sought in congressional legislation. Among the features he would recommend to be established are a territorial board of education, comprising the governor, secretary, judges of the supreme court, president of the council, and speaker of the house; the secretary to be superintendent of schools; the board to have full power, under no restrictions, to make all laws necessary for the establishment and government of schools; school taxes to be paid over to the proper officer out of the first money raised subject to the order of the board, and an equal sum to that raised by tax to be levied from national funds; the schools to be taught in the English language, but the use of Spanish also to be allowed when desirable.

UTAH.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age.....	40, 672	42, 353	1, 681	-----
Enrolled in district schools.....	24, 326	26, 772	2, 446	-----
Average daily attendance.....	17, 178	18, 682	1, 504	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	301	314	13	-----
Number of school districts reporting.....	281	287	6	-----
Number of district schools.....	374	395	21	-----
Average time of schools in days.....	128	140	12	-----
Valuation of school property.....	\$372, 723	\$415, 186	\$42, 463	-----
TEACHERS.				
Men teaching in district schools.....	282	270	-----	12
Women teaching in district schools.....	235	295	60	-----
Whole number of teachers reported.....	517	565	48	-----
Teachers in schools other than public.....	49	-----	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for district schools.....	\$132, 194	\$198, 876	\$66, 682	-----
Whole expenditure for district schools.....	132, 194	199, 264	67, 070	-----

a This was 6 to 16 in 1879-'80; in 1880-'81, 6 to 18.

(From reports of Hon. John Taylor and Hon. L. John Nuttall, territorial superintendents of district schools, for the two years indicated, with written returns from the same.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The public school officers are a territorial superintendent of district schools, elected for 2 years; a county superintendent of the schools in each county, elected for the same term; and 3 trustees for each school district, who are elected at first for terms of 1, 2, and 3 years, and subsequently each for 3 years. Boards of examination consisting of 3 persons are appointed by each county court to examine teachers and grant certificates.

OTHER FEATURES OF THE SYSTEM.

School moneys are derived from a tax of 3 mills on \$1 of ordinary property, from taxation of railroads, sale of estrays, and a special district tax, not to exceed 2 per cent. a year and to be levied only by a two-thirds vote of the taxpayers. These moneys are apportioned on the basis of the number of youth of school age. It is the duty of trustees to employ teachers; to provide school-houses, furniture, and apparatus; to visit officially each school in their district at least once each term; and to take an annual census of children 6 to 18 years of age. They may at their option collect tuition fees. The territorial and county superintendents and the president of the University of Deseret in convention determine what text books shall be used in the district schools, and books thus adopted cannot be changed within 5 years. Persons eligible to employment as teachers must hold a certificate as to their capacity and moral character. The normal certificate of graduation from the University of Deseret, indorsed by the board

of examiners as to the moral character of the applicant, entitles the holder to be as a teacher in any of the district schools. The amended school law of 1880 changed school age from 6-16 to 6-18, the first enumeration of children of the extended age required to be taken on or before the second Monday in June, 1880, and at the time annually afterwards.¹

GENERAL CONDITION.

A comparison of the statistics for 1880-'81 with those for the preceding year shows an increase in youth of school age, in enrolment and average attendance, in number of districts reporting and of schools, in length of term, and in whole number of teachers, being fewer men but a much greater number of women. A financial gain is shown in increased valuation of school property and in greater receipts to meet the growing expenses. The superintendent says, too, that in his visitation of the schools he saw much improvement in the style and quality of many new school-houses, as well as the qualifications of a considerable number of the teachers, the normal classes of Brigham Young Academy, Provo, of Brigham Young College, Logan, and of the University of Deseret now graduating from 30 to 40 yearly.

ANTI-MORMON SCHOOLS.

There were 60 schools of this class in the Territory in 1880-'81, in most cases supported by and under the control of Protestant and Roman Catholic churches. The number of those reporting were 36 elementary schools (part of them free, asking a small tuition fee), with an aggregate attendance of 1,760. For those of the normal rank reporting, see Table VI of the appendix, and a summary of the same report of the Commissioner preceding.

TRAINING OF TEACHERS.

NORMAL DEPARTMENTS.

The law appropriates \$5,000 a year for the University of Deseret, provided 40 pupils annually shall be instructed, free of charge for tuition, books, and apparatus, in the normal department. Said pupils are to be selected by the territorial superintendent from persons nominated by the board of examination of the several counties, on condition that for each year's free tuition received they shall teach one year in the district schools. The statistics for 1880-'81 are: Instructors, 2; students, 45; graduates, 18; course of study, 1 year of 40 weeks.

A normal department, with a two years' course, was reported in connection with Brigham Young Academy, Provo. There were 20 students in attendance, 11 of whom were expected to graduate at the close of the year.

TEACHERS' INSTITUTES.

While there is no territorial provision for the holding of institutes, such meetings are recommended by the superintendent; they seem to have been established and successful in at least 2 counties and to have been productive of great good.

SUPERIOR AND SCIENTIFIC INSTRUCTION.

UNIVERSITY OF DESERET.

There were in 1881 no institutions for superior or scientific instruction reported in the Territory, except the University of Deseret, Salt Lake, and it had only preparatory, academic, and normal departments. The course of study comprised English literature and history, geography and general history, mathematics, chemistry, physical and natural science, natural history, Latin, and Greek. There were 3 instructors and 119 students and 74 female students in 1881.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. L. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

[Term, August, 1881, to August, 1883.]

¹ Changed to July by an amendatory act of the next legislature.

WASHINGTON TERRITORY.**STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
AND ATTENDANCE.				
Age (4-21)	26, 649	23, 899	-----	2, 750
Enrollment	14, 780	14, 754	-----	26
Attendance	10, 546	11, 275	729	-----
DISTRICTS AND SCHOOLS.				
.....		536	-----	-----
.....		464	-----	-----
.....	487	444	-----	43
.....		38	-----	-----
.....	531	-----	-----	-----
.....		10	-----	-----
.....		100	-----	-----
.....	\$161, 309	-----	-----	-----
TEACHERS AND THEIR PAY.				
.....	199	149	-----	50
.....	333	205	-----	128
.....	532	443	-----	89
.....	} \$35 97	\$52 56	-----	-----
.....		37 50	-----	-----
EXPENDITURE.				
.....	\$120, 549	\$127, 609	\$7, 060	-----
.....	112, 615	-----	-----	-----

a Includes 89 whose sex is not reported.

1880 from United States Census; those for 1881 from the report of Hon. [Name] and a return of his successor, Hon. C. W. Wheeler.)

TERRITORIAL SCHOOL SYSTEM.**OFFICERS.**

School affairs of the Territory are intrusted to a territorial superintendent of education, appointed for 2 years by the governor with the advice and consent of the territorial council, and to a territorial board of education, comprising the territorial superintendent and one suitable person from each judicial district, appointed by the governor for 2 years. For each county there are a county superintendent of common schools, appointed for 2 years, and a county board of examination, comprising the county superintendent and 2 teachers of the highest grade, chosen by him; for each city or town there are 3 directors, elected for 3 years, with annual change of one, and elected for a like term. The directors of incorporated city or town districts elect a city or town school superintendent, who may be one of the teachers of the district, and who has the control or management of all the schools in his district. Women are eligible to hold office and may vote at school meetings.

OTHER FEATURES OF THE SYSTEM.

The support of the public schools are derived from the interest on the bonds of the Territory, from the sale of lands donated by the United States, from county taxes of

3 to 6 mills on \$1, and from fines for breach of license and penal laws. All moneys apportioned by county superintendents to the several districts are apportioned according to the number of youth of school age. On the vote of qualified electors, sums may be raised by special district tax, not to exceed 10 mills on \$1 for maintenance of schools or for building and furnishing school-houses; and in any school district of an incorporated city or town an additional tax of 5 mills may be levied for other purposes. In order to receive their portion of public school money, districts must maintain a public school taught by a qualified teacher for at least three months of the preceding year. Since 1881 each incorporated city or town has formed a school district, and all such districts having 300 or more school children are required to establish graded schools, but no other language than English and no mathematics higher than arithmetic may be taught therein. Two or more districts may unite to establish graded schools, and any single district may have the same power. District clerks must take a census of all persons between the ages of 4 and 21; failing to do this at the proper time, they are individually liable for the full amount the district may lose thereby. The board of education prescribes the text books to be used in the public schools, the methods of instruction and discipline. It is the duty of the territorial superintendent to hold annually a territorial institute; that of county superintendents, to hold county institutes. In order to draw pay, teachers must hold certificates in full form from the territorial or a county board of examination. To obtain the former, an applicant must be good for 3 years in any part of the Territory, the applicant for examination must hold a grade county certificate and must have taught for 3 years; the latter are of 3 grades for 1, 2, and 3 years in the county where issued. Teachers must keep a register, and must make an annual report to the county superintendent or forfeit their salaries.

GENERAL CONDITION.

The figures respecting the general educational condition in the two years under comparison are so incomplete that they fail to indicate decisively the measure of a retrogression in 1880-'81. The returns, too, are said to be imperfect. As far as they show that with a school population reported nearly 3,000 less than in 1879-'80, there was yet an enrolment in the public schools only 26 short of that reported for the same year before; while average daily attendance was greater by 729, although the schools for the reception of public pupils appear to have been fewer by 43 and the teachers fewer still. Receipts for public schools were larger than they had been in 1879-'80, but the expenditure for them is not given.

CHANGE OF SCHOOL LAW.

A revision in 1881 of that part of the school law which related to cities and towns made each incorporated one a school district; changed the number of schools required for a graded district from 500 to 300; limited the instruction to be given in such districts, as above indicated, to studies in English branches and arithmetic; and gave permission to levy in them, with consent of voters, a building tax of 10 mills any year and a tuition tax of 5 mills.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

The normal department of the University of Washington, Seattle, gives a course that includes the higher English branches and methods of teaching. There are 12 students in the senior preparatory, 8 in the first class, and 2 graduates reported for this department in 1880-'81.

TEACHERS' INSTITUTES.

In counties containing 10 or more organized school districts the law requiring the county superintendent to hold annually a teachers' institute, makes it the duty of teachers to attend and participate in the exercises thereof, and permits them to close their schools during the session of the institute. This requirement was generally complied with in 1880-'81, as there were 33 institutes reported, some counties holding more than one. The meetings in several counties were large and enthusiastic.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

The superintendent of public instruction reports 10 graded schools in the Territory, but gives no information in regard to public high schools. The United States

gives 5 high schools or schools with high school departments, but does not distinguish the number of pupils attending or the teachers employed in these schools from others, as was done in 1850 and in 1860 for the country generally.

For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WASHINGTON TERRITORY.

The University of Washington Territory, Seattle, open alike to both sexes, is a part of the public school system and is supported by legislative appropriations, interest on endowment, and tuition fees. It offers 4 years' classical and scientific courses, leading to appropriate degrees, and 2 years' normal and commercial courses. A course of law lectures was delivered to students in 1880-'81 and will become a permanent feature of the university. There were 137 students enrolled: 27 in the collegiate department, which includes the advanced classical, scientific, normal, and commercial students, and 33 in the senior and 77 in the junior preparatory classes.

EDUCATIONAL CONVENTION.

WASHINGTON TERRITORY TEACHERS' INSTITUTE.

Information in regard to the opening exercises of the sixth annual meeting of this body at New Tacoma is wanting. At the evening session held August 17, 1881, R. C. Townsend delivered a lecture upon the question "Is teaching a profession?" The following day, which was the closing one, G. W. Mattice, of New Tacoma, presented "Methods of teaching the greatest common divisor and least common multiple," which was fully discussed. Prof. F. P. Gilman, Seattle, spoke on "Mineralogy in the public schools by object lessons." The subject of "Reading" was taken up and several essays read. At the afternoon session methods of teaching arithmetic were discussed. Mrs. L. P. Anderson delivered an address on botany and Superintendent Houghton a lecture on physiology. Methods of classification and management of schools were spoken of by F. E. Eldridge, of Slaughter, and C. A. Gilbert, of Riverside. With appropriate remarks by Dr. Houghton, Prof. A. J. Anderson, and others, the institute adjourned, to hold its seventh annual meeting at Seattle.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JONATHAN S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, November, 1880, to January 9, 1882.]

Mr. C. W. Wheeler is understood to have been chosen to succeed Mr. Houghton at the date above given for a term to reach to 1884.

WYOMING.

STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.
POPULATION AND ATTENDANCE.			
Number of children of school age (7-21) <i>a</i>	4, 112	-----	-----
Enrolled in public schools.....	2, 907	2, 544	-----
Average attendance in public schools.....	1, 920	-----	-----
SCHOOL BUILDINGS AND SCHOOLS.			
Public school buildings.....	29	-----	-----
Public schools taught.....	55	55	-----
Valuation of buildings and furniture.....	\$40, 500	-----	-----
TEACHERS AND THEIR PAY.			
Men teaching in public schools.....	31	-----	-----
Women teaching in public schools.....	39	-----	-----
Whole number of teachers.....	70	57	-----
Average monthly pay of teachers.....	\$60 23	\$59 31	-----
INCOME AND EXPENDITURE.			
Receipts for schools.....	\$36, 161	-----	-----
Expenditure for schools.....	28, 504	-----	-----

a Changed from 6-21 in 1877.

(Figures for 1879-'80 from the Compendium of the United States Census; those for 1880-'81 from message of Governor John W. Hoyt for 1881.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The territorial librarian continued to be ex officio superintendent of public for the Territory; for counties there were superintendents elected by the people for 3 years; and for school districts boards of 3 trustees, each elected for 3 years and changed each year.—(School laws, 1878.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from a poll tax of \$2 on each voter, from \$1 of all taxable property, and from the proceeds of fines and forfeitures.

The people at the annual district meeting may vote a district tax to supply deficiency in the teachers' fund, to lease or purchase sites and build and keep school-houses, to supply them with necessary fuel and appendages, and to purchase libraries and books for indigent children, the sum for library not to exceed \$100 one year. Women of 21 years of age may vote for and be elected as school officers as teachers are to receive the same pay as men if equally qualified. Where there are more colored children in a school district, a separate school for them may be established, but legally established district schools are equally free to all children therein over 7 and under 21 years of age; and a compulsory law requires parents or guardians, under a penalty of \$25 fine, to send their children of 7 to 16 years of age to some public school at least 3 months each year or present reasons for the same. Persons without higher certificates offering to teach must be examined by the superintendent, whose certificate is good for 1 year, and must make reports of statistics at the close of each term or forfeit their pay, at the discretion of the superintendent.

board. The county superintendent and the district board of directors may decide whether a school of higher grade than the ordinary district school shall be established in the district, may locate and erect a suitable house for said school, and may decide the number of teachers to be employed and studies to be pursued, this last subject to the decision of the Territorial Teachers' Institute, which determines ordinarily every 5 years the studies of the like grade of schools in the Territory. This institute must be held annually and continue in session not less than 4 nor more than 10 days, and be free to all teachers and those preparing to teach in the Territory. It must decide upon the books and the system of instruction to be used in the Territory, and also decide upon the manner, place, and time of holding institutes in each county.—(School laws.)

GENERAL CONDITION.

The governor states in his message to the legislature that the public schools in 1881 continued to prosper, that new ones were opened, that liberal sums were expended for the erection of new school buildings and the enlargement of old ones, and that great efforts were made in the larger towns to secure experienced and efficient teachers, who did good work when secured. The graded schools, though laboring under the many disadvantages of a new Territory, compared favorably, he says, with schools of like general character in the States most advanced.

The school system is claimed to be one of the best. As yet there is no indication of any institution belonging to the public school system of a higher grade than the high school. In the absence of corresponding data for two years, few comparisons can be made between 1880 and 1881, and these indicate the same number of schools in the latter year as in the former, but with fewer teachers, a smaller average rate of pay, and a smaller enrolment.

At a few points in the Territory libraries were begun, and it was urged that something in this direction worthy the intelligence and liberality of the people be undertaken without further delay.

One thing which may go to promote education in the future is the organization at the capital, in 1881, of an association for the encouragement of historical and scientific research, the promotion of the practical industries of the Territory, the collection and preservation of authentic records of territorial history, the formation of historical, scientific, and industrial museums, and the enlargement of the territorial library, which was already of considerable size and for 1880 and 1881 received additions of about 700 volumes yearly.

Another important point was an appropriation by Congress in 1881 of 22 sections of public land for a future university.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter has acted as *ex officio superintendent* since 1873. His next term reaches from March 31, 1882, to March 31, 1884.

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS

NATIONAL EDUCATIONAL ASSOCIATION.

PROCEEDINGS OF THE GENERAL ASSOCIATION.

By invitation of Hon. Gustavus J. Orr, State school commissioner of Georgia, the National Educational Association held its twentieth annual meeting at Atlanta, Georgia, 19-22, 1881. An unusual interest attached to this meeting in the far South, important educational results were expected from it. The meeting was called to order by President Smart, of Indiana, and opened with prayer by Rev. Dr. Gwin, of Georgia. Governor Colquitt then gave the address of welcome, in which he said: "If I convey to you a complete sense of our esteem and of our admiration, indeed you will be prompted to believe that in this city and on Georgia soil the schoolmaster is a noble and nowhere else is his noble mission more honored." Responses were made by President Smart and others, and were followed by the inaugural address of the president, "On the value of schools." Prof. C. C. Rounds, principal of the State Normal School at Farmington, Me., then read a paper on the "Lines of advance in education, showing that teaching is assuming a more definitely professional character; that methods of teaching have advanced; and that courses of study have been extended from classical studies to mathematics to cover the realms of science, art, and industry; that a transition principle to application is going on, resulting in an extensive conviction that a new work is a necessity for all; that the only safe state is that in which work is honest and well rewarded; and that the training of the hand is as legitimate a function of the school as the training of the head. Then followed a paper on "What shall we do for our elementary schools?" by Superintendent A. J. Rickoff, of Cleveland, Ohio. A long and well arranged paper said that much in the curriculum of the elementary schools, if tested by its practical value in the pursuits of life, would be cast aside as worthless. The discussion which followed developed a considerable difference of opinion.

General Eaton, United States Commissioner of Education, opened the evening session of the general association with an address on "Education and the building of the state," the leading point of which was that to build a state is not to locate a certain number of people in a given territory. It is to build up the whole body politic in its individual, social, civil; its ideas, doctrines, sentiments, laws, customs, and institutions. To understand man, we must look at him in combination with his fellows. It is the duty of the citizen that he first feels what he is and first becomes what he can be. The earliest and simplest form of association is the family. This enlarges itself naturally into the village and tribe, which then, by combining, form states, federations, and nations. The history of ancient in contrast with that of modern nations, he said that "the method of the ancients in the effort to reach truth was like that of the rocking horse, while that of the moderns is more like the course of the thoroughbred racer." This speech was received with some remarks eulogistic of President Garfield, which were received with great applause. After the announcement from the chair of the committee for nominating officers the association attended a complimentary banquet at the opera house, then the citizens and teachers of Atlanta, over 500 invitations to which were issued. The tables were spread with an elegant collation, choice music was furnished, and the exercises were continued till an early hour in the morning.

"Some essentials in the development of a school system," by Hon. D. F. Ives, State commissioner of common schools of Ohio, opened the morning session of the association. This paper, prepared with great care and ability, urged the necessity and advantage of adding moral and aesthetic instruction to that usually given in the public schools. The work of education, he said, is no longer confined to the teaching of the three R's. It embraces the awakening of ideas relating to success in life. The state is not interested alone in the intelligence of the individual, but much more in his relations to society and his special calling. Society is interested in the thrift of each individual, and does not only the development of knowledge and skill, but that the virtues which are essential to the comfortable conditions of life be inculcated in the schools, such as honesty, prudence, and temperance, and a high regard for art, music, literature, and science. He stood aghast at the prophetic rumblings of an unreasoning and relentless commercialism and well they may. In a more thorough study of this problem of public education, he said, higher thoughts concerning it than have ever prevailed lies our only safeguard. We must have fullgrown men or women to conduct the public school system instead of undeveloped boys and girls or martinetts trained only in the narrow experiences of

room life. The chief essential to the employment of talent and ability is such a warm social interest as will direct the best and most cultured minds to assume and maintain an interest in the work. Hence the coming system demands such a social position for the teacher as will render the highest culture available in the schools. So long as teachers are taken largely from classes whose narrow means force them to adopt teaching for a living, and are then denied social recognition, they should not be criticised for their shortcomings in the formation of character. Next came a paper by Prof. N. A. Calkins, assistant superintendent of the city of New York, on "The teacher's work in the development of mental and moral power." He asked whether, when the teacher receives the pupil from the hand of nature and leads him into the school room, he takes up the work at the point where nature left it and conducts the youth onward in the same royal road? Knowledge of the being to be taught as well as of the subjects and methods of instruction is indispensable to success in the development of power. Then, given a skillful teacher, with faithful labor and patient waiting, success will crown the work. Hon. M. A. Newell, State superintendent of public schools of Maryland, next read a paper on the proposed "Revision of the common school curriculum," in which he suggested (1) the addition of new subjects of instruction; (2) a new apportionment of the old studies with regard to the time devoted to them; (3) a rearrangement of studies in the order of time. Children should be taught morals, their duties to one other; the virtues of honesty, truthfulness, and purity; also, a few homely lessons in the laws of health. The revision, however, will be incomplete till there be added some form of manual industry.

The evening session opened with a paper on "The necessity for spelling reform," by T. R. Vickroy, of St. Louis, Mo., in which the historical claims of the current orthography were discussed and the hindrance it forms to the acquisition of useful knowledge by public school pupils was demonstrated by a reference to the meagre results of public instruction in England and this country compared with the outlay made. A valuable paper was then read by Hon. J. P. Wickersham, long State superintendent of public instruction of Pennsylvania, on "The leading characteristics of American systems of education," which, he said, as they exist here, may be regarded as indigenous, there being nothing in the Old World from which they could have been copied. The peculiar features of the American school systems generally are that the schools are open to all children of a proper age, without regard to sex, race, or rank, and largely without regard to color; that they are free and unsectarian; that the National Government has no control; that the several States hold this control, and that even they have not much to do directly with the work of education, the real power resting much nearer the people, in the hands of the township and city governments, so near the people as to touch their homes and hearts. This address was followed by one by President L. C. Dickey, A. M., of Georgia, who spoke in opposition to public schools, free scholarships, and monumental institutions, which produced a lively interruption. Mrs. Louise Pollock, principal of the National Kindergarten and Normal Institute, Washington, D. C., in a brief address, presented the advantages of the Kindergarten teaching in the primary schools and called for the introduction of its methods in the primary departments of public schools.

On report of the nominating committee, G. J. Orr, of Georgia, was elected president for the ensuing year; W. D. Henkle, of Ohio, secretary; and H. S. Tarbell, of Indiana, treasurer.

On the third day, the morning session of the general association was called to order by President Smart, and prayer was offered by Dr. L. L. Rogers, of Tennessee. John B. Peaslee, superintendent of public schools in Cincinnati, then read a paper on "Moral and literary training in the public schools," in which he advocated the study of English literature as a distinct branch in the high schools and wanted classes to begin with the authors of to-day and go back to the older ones, instead of beginning with the early writers and coming down to the present day. He then called attention to some of the errors in our methods of teaching. One is in the amount of time given to arithmetic, which is more than all the other studies combined receive, while little time is given to literature and composition. Another mistake is the pernicious method of teaching history, compelling the pupil to memorize page after page of dates and facts. Still another is crowding into the high school course much that belongs to the colleges and universities. He believed that gems of literature, properly taught in schools, would elevate and make our boys and girls grow up into better and nobler men and women. Dr. A. W. Calhoun, a distinguished oculist of Atlanta, Ga., then read a paper on "The effect of student life upon the eyesight," in which he referred to the fact that it is in the school room that the larger and most important part of the child's life is spent, and that, while the whole energy is bent upon the proper development of the brain, too little attention is given to the importance of a healthy eye, which, while itself is developing, undergoes great changes from the duties it is called on to perform. The near-sighted eyes is too long a ball and is absolutely diseased, the extra convexity making its appearance rarely before the fifth or sixth year, which is about the time children begin to go to school. It is

produced by overwork, and the elongation gradually but constantly increases to the years of school life, even to the twentieth or twenty-fifth year. Nearsighted schools is more frequent than in rural districts, owing to the better surround country, where there are less strain and more rest. Colored children are reman from nearsightedness. Some instruction as to the kind of glasses to be used, the direction, and color of light to be admitted into the school room, concluded the After a spirited discussion of the two papers read on Tuesday and Wednesday shall we teach in our public schools?" and "The proposed revision of the curriculum," a communication from the senate inviting the association to seat body in the senate chamber was received and read.

In the evening Mrs. Pollock, of Washington, D. C., gave an exhibition of the garden system and its working, which was much enjoyed; while at De Gi House Prof. Wm. I. Marshall, of Fitchburg, Mass., in an illustrated lecture, scription of the great Yellowstone National Park.

On the fourth day the general association listened to a paper by F. Louis St. Louis, on "The century and the school," a long and exceedingly interest of which only the central thought can be given. The century makes two d mands on schools. One is that the school shall be in harmony with the practical spirit of the times; the other, that it shall help to guard those ethical interests as old as the human race itself, which alone constitute man a civilized being, make uprightness and charity a part of human nature. Hon. Joseph E. Brown States Senator from Georgia, was then introduced, and said: "As a citizen of A Georgia, I take pleasure in uniting with what has been said by the governor of as well as by our citizens whom you have heard, that you are cordially welco State and city. Many of you come from the Northern and Western States. We to see you here on that account. The time was when we had differences. has passed. We are now one people again, and one people we shall remain. The cause of our struggle has been forever removed, and there is now no question divide the people in the future. I am proud to know that this is so, and I shall to promote the interests of the whole nation, and especially the cause of ed He then referred to the remarkable age in which we live, especially in the education; and, while he differed in politics from many of his brethren in t he said he was grateful for the educational doctrines they held, enunciated, an He then spoke of the peculiar troubles of the South in this direction, saying t close of the war 4,000,000 people had been changed from slaves to freemen an the interest, wish, and duty of the southern people to make them as good citize can. But they had lost the value of them, \$2,000,000,000. Two armies were on their territory. They were left poor, and must have aid. The Senate v on this view of their need, and the outlook was hopeful. He sat down amid plause, and a vote of thanks was tendered him for his address.

Mr. Bicknell, chairman of the committee on resolutions, reported a preamb resolutions in reference to national aid, which were unanimously adopted. nell subsequently introduced a resolution heartily commending the arrang include in the proposed cotton exhibition at Atlanta a representation of educ pledged the cooperation of the association, which was adopted with much e Mr. William T. Harris, of St. Louis, then read a paper giving an account of Brussels last August as the representative of the association at the Internation tional Congress; and a committee was appointed to prepare the way for a repr of education at the proposed International Exposition at Boston in 1885. John brick, Massachusetts; John Eaton, Washington; J. P. Wickersham, Pennsylvania; Thompson, South Carolina; A. J. Rickoff, Ohio; T. W. Bicknell, Massachusetts H. Smart, of Indiana, constitute the committee. The committee on resolution a series of resolutions on wider reading of educational literature, on the need o education as vital to our institutions, on the necessity for normal schools to tra for the common schools, on the satisfaction with which the progress of free sc ing in the South was witnessed, on the amount of good done by the National Education in disseminating valuable educational information, and deploring assault upon President Garfield.

Then, after a few remarks from the president elect, Dr. Orr, the association to meet next year at Saratoga.—(Journal of Education.)

DEPARTMENT OF HIGHER EDUCATION.

On the afternoon of the second day, the department of higher education President Lemuel Moss, of Indiana, being in the chair, opened the meeting address, the leading thought of which was that all questions of human inter bottom, questions of philosophy, and that no competent and honest teacher and nation can be otherwise than serious and anxious concerning the philosop

ceptions which are to dominate and direct the thought and life of the people. President I. W. Andrews, of Marietta College, Ohio, followed with a paper on "The study of political science in colleges." Among the principal reasons given for this study was this, that the student would there lay the foundation of this knowledge without partisan bias. Dr. H. H. Tucker, of Atlanta, was then introduced and read an entertaining paper on "The advancement of the higher education," opening with the statement that prominent and influential men are not usually looked for among teachers and stating that the profession, even in its higher departments, involves elements which are apt to belittle the mind and character. Its sphere of thought is narrow. A teacher's life is almost necessarily monastic. His business shuts him out of the world. A recluse never becomes great. Not having means to travel, he becomes provincial in habits of thought. Repeated stooping to inferior minds lowers his stature. Teachers should hold a higher rank, and be worthy of it. The style of this production was unique, its delivery producing a high degree of enthusiasm.

DEPARTMENT OF NORMAL SCHOOLS.

At 3 P. M. of the third day the department of normal schools, Jerome Allen, of Geneseo, N. Y., president, proceeded to elect as its officers for the ensuing year C. C. Rounds, of Maine, president; T. C. H. Vance, of Kentucky, vice president; and Jerome Allen, of New York, secretary. After a short address from the president on the "Necessity of a normal school in a public system of instruction," Prof. J. C. Gilchrist, president of the Iowa State Normal School, read a paper on "What constitutes a normal school." He said the purpose of a normal school is the preparation of teachers for positions in the school system of the people; it must instruct in the sciences; must teach the science of the mind, the philosophy of education, the systems of instruction for all phases of school room work; must maintain a model or training department; must develop a professional spirit with that of noble manhood and womanhood in all its pupils, uniting to all this true culture in goodness of heart and agreeableness of manners. He would have the normal school point out the sources of all moral knowledge, and would bring to bear on every pupil a moral power by which habits of the purest virtue will be inculcated, both by conscious and unconscious tuition. Mr. Vance, of Lexington, Ky., following with a paper on "The best normal training for country teachers," severely criticised normal schools. Mr. DeWolf, State school commissioner of Ohio, to some extent agreed with him. Commissioner Orr, of Georgia, said that he was older than many present, but was young in this matter. The Atlanta University for colored pupils was the only college in Georgia that professed to be a normal school. The teachers turned out from normal schools are said to be far superior to any others, and he felt very deeply the importance of having in the State a normal school for the white and one for the colored teachers.

THE DEPARTMENT OF ELEMENTARY SCHOOLS

met on the first day, with Hon. John M. Bloss in the chair as president. A carefully prepared paper on "The philosophy of illustration" was read by Ex-State Commissioner J. J. Burns, of Ohio, and followed by another on "The education of the sensibilities," by Superintendent John W. Dowd, of Toledo, Ohio, in which he said that schools cannot give too much intellectual power, but they may give too little of refined sensibility. School life touches character at every point. You can no more teach school without teaching morality than a mason can lay brick into a grand imposing structure without the aid of mortar.

The department, on report of its nominating committee, elected Superintendents J. M. Bloss, of Indiana, A. L. Rogers, of Louisiana, and J. J. Burns, of Ohio, as president, vice president, and secretary for the ensuing year.

DEPARTMENT OF INDUSTRIAL EDUCATION.

On Friday morning the department of industrial education was called to order by President E. E. White, of Indiana. The first business transacted was the election of C. O. Thompson, of Worcester, Mass., as president for the ensuing year; Henry H. Fick, of Cincinnati, Ohio, vice president; and S. R. Thompson, of Lincoln, Nebr., secretary; and a vote of thanks to the retiring president. President White read a short address on the general objects of industrial education, which was a brief statement of the principles advocated in his address on "Technical education in public schools," given last year at Chautauqua. The secretary, S. R. Thompson, in his report, gave the names of the industrial schools established during the year, of new departments in schools already established, new and improved facilities for teaching manual arts in schools for deaf-mutes and the blind, as well as in reform schools, and the general drift of public opinion in regard to industrial training. Resolutions requesting the United States Commissioner of Education to publish certain documents on this subject and requesting the secretary to continue his investigations were adopted; an excellent address, by Prof. L. S. Thompson, of Purdue University, on "The decay of apprentice-

ship—its causes and remedies," was then delivered, followed by an exhibit of specimens of the work done by the students, illustrative of the course of study in drawing, after which the department adjourned.

ANNUAL MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

This body, made up of State and city superintendents and other educationists from all parts of the country, held its annual meeting in the hall of the Cooper Institute, New York, from Tuesday to Thursday, February 8-10, 1881. The attendance was large and the programme well sustained. The address of welcome was by Stephen A. Cook, president of the New York board of education. He referred to the education of the Cooper Institute and to the hall as "the cellar of oratory." William L. Harris, LL. D., of St. Louis, then delivered an address on "The present aspect of education in America and Europe."

Wednesday morning the meeting opened in the hall of the Young Men's Christian Association, with a paper on "The unification of school statistics," by Andrew D. Utica, N. Y., followed by addresses on "Weak places in our systems of publication," by Hon. J. P. Wickersham and Hon. B. G. Northrop; "The conservation of energy," by Charles O. Thompson, of Worcester, Mass.; and "Our school forests," by Dr. F. B. Hough, of the Agricultural Department, Washington. The session began with a paper by Mrs. Mary H. Hunt, of Brooklyn, N. Y., urging the introduction of scientific temperance teaching in schools and colleges, at the close of which Hon. John Eaton, Commissioner of Education, read a paper on "Museums in education." He was followed by Mrs. Walworth, a school commissioner of St. Louis, who pressed the inquiry whether something could not be done by way of introducing a few of the elementary principles of morality in the schools, which gave rise to an inconclusive discussion. J. W. Patterson, State superintendent of New York, then read a paper on "National aid to education," the discussion of which followed the programme; and after the usual vote of thanks the meeting adjourned.—(Continued in Education.)

NATIONAL COUNCIL OF EDUCATION.

A council of education was created by the National Educational Association at its tenth annual meeting at Chautauqua in July, 1880. The membership consisted of persons who must belong to the parent association and be clearly identified with educational work. Three members were elected by each of the five departmental associations, elementary, higher, superintendents', normal, and industrial; 12 were elected by the directors of the association, and 24 others by the 27 thus elected. After the first meeting of the departments is to elect 1 member biennially, the directors 2 annually, and the council 4 annually, the term of service being 6 years.

This organization was seen to be necessary from the fact that the annual sessions of the National Educational Association were too short to allow of any final decision on the important questions presented. It was also considered that the work of the council would be greatly facilitated if subjects were brought before it in the matured form of the deliberations of a committee would give them. Committees representing the various departments of education are to be appointed by the council, and may be called on any time for the consideration of educational questions and the expression of opinion thereon, and each member must engage to serve on the committee to which he may be assigned. The regular annual meeting of the council is to be held two days before that of the association and at the same place. An annual report must be made by the council to the association, setting forth the questions considered during the year and the action taken thereon, and embodying a survey of such topics as seem to call for action on the part of the association.

The meeting of 1881 was held at Atlanta, July 19-21. After the arrangement of the official terms of a portion of the members first elected and the transaction of business, the reports of committees were submitted. Mr. E. E. White presented a paper on "Industrial education;" Mr. J. W. Wickersham, one on "Superintendency;" Mr. T. Harris, one on "Pedagogy in universities," and Mr. Eaton, one on "Hygiene." It was agreed that all titles be omitted in reporting the minutes of the meeting to the council. The officers elected for the ensuing year were: T. W. Bicknell, president; James P. Wickersham, vice president; E. E. White, secretary; and Messrs. W. H. Ruffner, John Hancock, and J. L. Pickard, executive committee.—(Continued in Education.)

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

This association, which holds two sessions during each year, met May 27-29 and October 28, 1881, in Boston.

The first session was in many respects a notable gathering, both as to number

bers present and the interest and order of business. Only one general subject was before the convention, namely, "Resolved, that superintendents, unbiassed by personal considerations or political and social influences, should recommend the dismissal of incompetent teachers and the election of competent teachers only." This was divided by the executive committee into a number of subheads and assigned to various speakers. Secretary Dickinson answered the question "What constitutes a good teacher?" Dr. Philbrick, "How shall we get good teachers?" Superintendent Tash, of Portland, "How shall we keep good teachers?" Superintendent Aldrich, of Canton, "How shall we help teachers in their schools?" Superintendents Lambert, of Malden, and Parish, of New Haven, "Should teachers disabled from age and long service be retained?" Superintendent Marble, "How shall we get rid of the incompetent teacher?" and Superintendents Allard and Edgerly, "What shall we do when teachers are retained by political and social influence?" The general question being then before the meeting it was discussed by the superintendents named and a number of others, and was finally laid on the table, it being decided that in theory there could be no question as to a superintendent's duty in the matter.

At the subsequent session 31 members were present, Hon. T. B. Stockwell, of Rhode Island, in the chair. The first business was the report of a committee on Barnard's American Journal of Education, Mr. Bicknell chairman. Superintendents were solicited to aid in placing 100 sets of this work in the public and teachers' libraries of New England, and the responses from all present indicated a deep interest in the subject and willingness to assist. As on the previous session, the topics before the meeting were first discussed by members to whom they had been assigned and then by the association at large. Superintendent J. T. Prince answered the question "What is the best method of developing the intellectual faculties?" Superintendent Brown, the kindred one, "What are the means to secure the best mental discipline?" Superintendent J. Osgood treated of moral discipline; Superintendent G. C. Fisher, of physical development; and Superintendent Cogswell, of teaching and discipline. The last gave a résumé of the methods applied in Cambridge to ascertain the character of teaching and discipline. These included personal inspection, written examinations, and written reports from members of examining committees, the coöperation of the committees being thus secured in the removal of incompetent teachers. Superintendent Parker suggested that, prior to the application of the tests, teachers be given an opportunity to teach according to their judgment. He said that they were often given work beyond the power of the children and of themselves. Supervisor Littlefield, of Boston, thought that to only ask teachers to do what they think they can would make district schools of all graded schools. He said a superintendent of schools is as necessary as an overseer of a mill or of slaves. He questioned the utility of discussing these and similar topics, and of all such investigations. He feared they might lead to general doubt of all educational truths (such doubts having been a result of investigation in the religious world), and besides, in his opinion, there is no educational science or system of principles. These remarks led to an animated discussion, in which many members joined, and after the election of officers for the ensuing year the meeting adjourned.—(*Journal of Education.*)

AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-second annual meeting of the American Institute of Instruction was held at St. Albans, Vermont, July 5-8, 1891, the president, William A. Mowry, of Providence, R. I., in the chair.

The editor of the *Journal of Education* describes this meeting as eminently an educational success. The news of President Garfield's assassination came just in time to arrest the great throng that would have welcomed him to the first reception of a President by an educational association in Northern New England. But the higher teachers came in large numbers, probably a full thousand. The audience room of the Congregational Church was crowded to its utmost capacity, and the interest seemed to increase up to the culminating point, in the great out-door meeting in the public park and the closing reception at the home of Hon. Worthington Smith, on Friday evening.

The institute opened on Tuesday evening with an interesting and scholarly address from M. H. Buckham, president of the University of Vermont, on "The choice and use of books," after which several entertaining readings were given by Prof. S. S. Bloch, of Boston.

The second day was given to a consideration of national aspects of education in the broadest sense. The address of welcome by Governor Farnham, of Vermont, an excellent practical talk, was followed by the president's annual address. This commenced by saying that true education is wider than the schools, deeper than the curriculum of studies, and higher than childhood and youth, including, as it does, the school, the college, the trades, industries, and professions. He thought that arithmetic received too

much attention in the common schools; that more time should be given to language study; and that the high school curriculum should embrace more political science, including the balance of power between the State and the nation and the rights of American citizens. Superintendent J. W. Patterson, of New Hampshire, gave an address on "Political education," in which various good reasons were given for making political education universal. In the afternoon the audience listened for three hours, without signs of weariness, to the glowing word pictures of C. C. Coffin, of Boston, who read "The physical geography of our continent," and to the fervid oratory of Dr. Curry, agent of the Peabody education fund, who made a stirring appeal for more education in the South. Mr. Coffin's paper gave a most graphic description of the resources of our country, and showed the mighty influence it must exert in the future. The address of Dr. Curry was the more valuable from the fact that his connection with the Peabody fund leads him into every part of the South to examine their educational interests and prepare the way for free schools. In the evening Dr. A. D. Macmillan, of some of the results of his observations during the year in nine Southern States, was the subject of education. On Thursday morning the institute listened to an address by President Greenough, of the Rhode Island Normal School, who outlined his ideal of a true educator. Professor Bloch, whose readings were one of the attractions of the session, discoursed on methods of elocutionary instruction; Professor Osburn, of the Salem (Mass.) Normal School, illustrated his method of manufacturing and using maps for the teaching of nature knowledge in common schools; Ex-Superintendent Small, of Salem, Mass., presented the moral, social, and æsthetic bearings of education in an address on "Jesus Christ, the model teacher;" Mrs. Julia Ward Howe read one of her admirable essay lectures on "The relation of education to our moral life;" and a lecture by Wallace Bruce on Sir Walter Scott closed the educational part of the meeting. Friday morning was given chiefly to commemorative addresses by departed educators: George B. Emerson, of Massachusetts; David Crosby, of New Hampshire; and Nathan Bishop, of New York. A beautiful tribute was paid to Mr. Oliver by General H. K. Oliver, now the only surviving member of the first board of managers of the institute.

A mass meeting in the open air, held in the afternoon, was a fitting close to the exercises of this occasion. Mrs. Howe addressed the assembly on the grand role of teachers; President Mowry read a poem composed for the occasion, which was sung by the congregation; Rev. Charles Van Norden offered prayer, asking God to bless the President; Mrs. Howe's "Battle Hymn of the Republic" was sung with great effect. President Mowry delivered an address alluding to President Garfield's intention to be present at the institute, and the sad event which had prevented it; and after a few short addresses and the singing of the doxology the institute adjourned.—(Journal of Education.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The general object of this association is to promote the good of the community by investigation of various social questions, including education, health, jurisprudence, and social economy. Its annual meeting for 1881 was held at Saratoga, N. Y., September 1st.

The opening address by the president, Francis Wayland, of the Law School of Yale University, was an able presentation of the defects in our law-making system. Mr. A. C. King, of the department of education, the chairman, Prof. W. T. Harris, of Concord, made a masterly extemporaneous address of an hour on education. While recognizing the vital importance of moral and religious training in early youth, he insisted that this should be attended to especially by parents and churches and that school education should be secular. A paper on the education of deaf-mutes was read by Dr. Edward Landet, president of the National Deaf-Mute College. He expressed the opinion that the sign language and lip reading should both be used, some pupils being most proficient by one method and some by the other, but claimed that the sign language has many advantages over articulation in the greater rapidity and certainty with which it can be used. Mr. Charles Dudley Warner read a paper on the American newspaper, which concluded with the opinion that the moral tone of the newspaper is higher than that of the community in which it is published. A discussion of the temperance question was one of the most interesting of the session. Hon. P. Emory Ford, of New York, advocated prohibition, presenting a solid and effective array of facts and figures, and inevitable conclusions to be drawn from them. Dr. Leonard W. Bacon defended the use of liquor, and Hon. F. W. Bird argued for unrestricted traffic. Each presented a written paper, limited to half an hour. Dr. Bacon charged the comparative inefficiency of the laws largely on prohibitionists, many of whom, he said, desired to have them enforced, but were even willing to combine with liquor dealers to effect that end. Mr. Bird argued to show that both license and prohibitory laws have proved a complete failure.

having reduced materially the consumption of liquors, and said that moral suasion is the only effective method of restricting the traffic. Each side was strongly presented, but the sympathy of the audience seemed to be decidedly in favor of prohibition. There was a crowded house to listen to George W. Curtis, of New York, on "Civil service reform." He gave a history of the civil service, showing that the reform he advocated would be simply a return to the principles and practice of early administrations.

The subject of insanity occupied considerable time, and there seemed to be a general agreement that the women in asylums for the insane should be attended by women physicians; also, that patients should have individual treatment as far as possible. Hon. Dorman B. Eaton, in summing up the debate, said that, after all, very little is known yet about insanity or its causes, as to when it really exists, or even what is an accurate and comprehensive definition of it. Mr. F. B. Sanborn expressed the opinion that there are now not less than 100,000 insane people in the country. Dr. Emily Pope, of Boston, read a paper on the women physicians of the country, showing wide and careful research as to their number, circumstances, and success. She thought the number in practice was about 390 or more. Mr. Robert P. Porter, of the Census Bureau, read a paper showing that the present State, county, and municipal debts of the country amounted to about \$1,055,308,000. General John Eaton, United States Commissioner of Education, spoke on education at the South, giving many facts of interest. Rev. S. W. Dike read a paper on "Divorce legislation," and many other topics of interest were presented. The attendance was not large, the house frequently not being more than a quarter filled; but most of the addresses will be printed, and will thus reach the public.—(Congregationalist.)

AMERICAN PHILOLOGICAL SOCIETY.

The thirteenth annual meeting of this society began in Cleveland, Ohio, July 12, 1881, with about 30 members in attendance. The papers and discussions of the first day embraced "Homer and Strabo," by Professor Egrihler, of Johns Hopkins University; "Latin words in the Talmud," by Prof. James S. Blackwell, of the University of Missouri; and "The home of the original Semitic people," by Professor Toy, of Harvard. In the evening Prof. Lewis R. Packard, of Yale College, delivered the annual address. On the second day the following papers were read: "History of the 'A' vowel, from old Germanic to modern English," by Dr. W. Weelsey, of the Johns Hopkins University; "Verses of text respecting the precious stones of Scripture," by Professor Blackwell, of the University of Missouri; "Mixture in language," by Prof. W. D. Whitney, of Yale College; "Language of the Isle of Man," by Mr. W. S. Keruish, of Cleveland; "The use of abstract verbal nouns in Thucydides," by Dr. E. G. Sihler, of New York; "The vowel scheme of Melville Bell," by Prof. Samuel Porter, of the National Deaf-Mute College, Washington.—(Scientific American.)

NATIONAL CONFERENCE OF CHARITIES AND CORRECTION.

The eighth national conference of this body was held in Boston July 25-30, 1881, there being present 214 delegates, from 16 States, the District of Columbia, and Canada. The objects aimed at by the society are: (1) to reduce vagrancy and pauperism and ascertain their true causes; (2) to prevent indiscriminate and duplicate giving; (3) to secure the community from imposture; (4) to see that all deserving cases of destitution are properly relieved; (5) to make employment the basis of relief; (6) to elevate the home life, health, and habits of the poor; and (7) to prevent children from growing up as paupers.

The conference met, by invitation of the State authorities, in the representatives' hall of the State House, and was opened by Governor Long, of Massachusetts, in a graceful and felicitous address of welcome. The president of the conference, F. B. Sanborn, esq., of Massachusetts, followed in the customary address, in which he considered "Insanity in its relations to the state." Two days were devoted to questions connected with the work of associated charity societies. A report by Dr. Charles Cadwalader, of Philadelphia, showed the coöperation of societies in 16 cities of the United States and in about 78 cities in Great Britain, reports having been received from 9 European organizations. Robert Treat Paine, jr., president of the society in Boston, gave an account of its workings there, and J. Guilford Smith, esq., secretary of the Buffalo society, gave a history of the work in that city, where, he said, they had virtually put an end to all street begging. Mrs. James T. Fields presented a paper on "The constitution and duties of a district conference," in which she referred to the need of industrial training for the young and the necessity of teaching the poor how to become self supporting. Levi L. Barbour, esq., president of the society in Detroit, followed with a paper on the difference between pauperism and poverty, and the duty of suppressing vagrancy, street begging, and mendicancy; Mr. Seth Low, of the Brooklyn Bureau of Charities, read a paper on

public outdoor relief in the United States; Mr. George A. James, of Boston, account of the "provident wood yard" of that city, an association to provide for persons seeking relief; and Mrs. Charles R. Lowell, of the New York charities, read a paper on "The considerations upon a better system of public and correction for cities," in which was sketched a carefully considered plan of the charities of every large city into three departments, one for the care of children, one for the care of public dependents, and one for the reduction of crime.

Friday was given to the subject of "Preventive work among children. It had been presented by Ex-Governor John J. Bagley, of Michigan, but news of his death reached the conference by telegraph the morning of the day on which he was to speak. His place as chairman for the day was taken by Hon. W. P. Blood, of New York, and after a report of local work in this direction in Vermont was read by Mrs. H. M. Beveridge, of Illinois, Mrs. Elizabeth C. Putnam, of Boston, gave an account of "The work of auxiliary visitors among dependent and delinquent children." These visitors are persons appointed by the State of Massachusetts to visit the minor wards of the State. There are 60 such acting under the authority of a board of health, lunacy, and charity, who are paid only their travelling expenses. They seek homes for children either in domestic work or by adoption, visit the families of the child and that to whose care it is proposed to confide him or her, keep records of the circumstances of the child, and report to the board. Mr. W. H. Lesley followed in a paper on "Foundlings," and much other interesting material was presented on the subject of insanity, imbecility, immigration, crime, penitentiaries, asylums, and other topics, which may be found in the official report of the conference. After resolutions of sympathy with President and Mrs. Garfield, the conference adjourned to meet the following year in Madison, Wis.—(Monthly Register, Philadelphia.)

CHAUTAUQUA TEACHERS' RETREAT.

This department of the Chautauqua movement proposes to benefit teachers by combining recreation and conversation on the philosophy of education and the methods by which it may be promoted. Some of the foremost educators of the country have been interested in the movement, and a large number of teachers from various parts of the country have received certificates of attendance during the two weeks term of 1880 and of 1881.

The retreat for 1881 was advertised to open July 19 and close August 2. The topics on the programme appear psychology and pedagogy, geography, kindergarten, industrial education, the tonic sol-fa system, elocution, gymnastics, clay modelling, English grammar and literature, and phonography. No further report of the session has been received.—(Teachers' Guide.)

AMERICAN MISSIONARY ASSOCIATION.

A conference of the officers and workers of this association, which deals with the education of Indians and freedmen, was held at Fisk University, Nashville, Tennessee, December 26-27, 1881, to consider the educational work of the association in relation to the colored race with a view to its unity and efficiency. Many of the teachers present had been in the service, thus bringing to the discussion the qualifications of experience and practical knowledge in regard to the educational aptitudes of the colored race. It was considered necessary to provide for them more and better theological instruction; and to the association was asked to establish a theological seminary farther south, in the department of Howard University, and to sustain the efficiency of the department at Talladega College, Alabama, and Straight University, New Orleans, Louisiana. The efficiency of the industrial departments was satisfactory. The farms at Tougaloo, Talladega, Ala., furnish labor for the boys, and the boarding departments at Atlanta and Fisk Universities, give employment to the girls. These industrial departments do not pay pecuniarily, but they pay in healthy mental and moral training and in preparation for practical pursuits. Much time was given to the consideration of the normal and preparatory schools and their relations to higher institutions. The effective work for the colored race, it was felt, is in the normal and preparatory schools where the wants of the masses are met and the foundations laid for more advanced study. The results of the conference in this respect are expected to be greater in efficiency in object lesson teaching, normal training, and practical business training, as well as in giving more thorough preparation to those who may enter the ministry. The meeting also furnished opportunity for a better acquaintance among the teachers of the association and for a more extended knowledge of the various departments in its care. A significant and encouraging fact was the presence of Dr. J. M. McKim, secretary of the State board of education of Tennessee, and of State Superintendent Doak, both of whom expressed in the strongest terms their appreciation of the work of the association was doing in the South.—(American Missionary.)

AMERICAN MEDICAL ASSOCIATION.

The thirty-second annual session of this association was held in Richmond, Va., May 3, 1881. The subjects under discussion related mainly to medical practice and not to the elevation of standards in medical colleges or other educational topics. The question of admitting homœopathic students to the courses at regular schools, which has been a burning one for several years, after an animated and eloquent debate, was finally disposed of by a compromise. The homœopath is to be allowed an education, but not a diploma. Dr. J. J. Woodward, Assistant Surgeon-General, Washington, D. C., was chosen president of the association for 1881-'82.

AMERICAN INSTITUTE OF CHRISTIAN PHILOSOPHY.

This association, starting in 1881, grew from a similar one, the Victoria Institute, in England, whose object is the creation and distribution of literature illustrating the relations between science and religion. As many of its ablest papers were from this side of the Atlantic, it occurred to some of the Christian scholars of America that a similar organization should be attempted in this country.

The attempt was experimental, but largely successful. Rev. Dr. Deems, pastor of the Church of the Strangers, in New York, who had for years been a member of the British Institute, and Rev. Amory H. Bradford, pastor of the Congregational Church of Mont Clair, N. J., made an effort to ascertain whether 10 gentlemen could be found who would deliver a course of lectures in the line of the relations of science and religion. The response was such that a syllabus was made out. William O. McDowell, esq., engaged to build a hall to be used for these lectures on a beautiful property of his called Warwick Woodlands, on the west side of Greenwood Lake, at a railroad terminus 40 miles from New York City; and having secured an encamping hotel he offered to pay the fees and expenses of the lecturers. The course was opened July 12, 1881, with a lecture by Dr. Deems on "The cry of conflict," followed on the 13th by one from President Porter, of Yale College, on "What we mean by Christian philosophy;" on Thursday, the 14th, by Prof. Borden P. Bowne, of Boston University, on "Some difficulties of modern materialism;" on Friday, 15th, by Prof. Stephen Alexander, of Princeton, on the "Origin and primitive state of man;" on Saturday, 16th, by Prof. C. A. Young, of Princeton, on "Astronomical facts for philosophical thinkers." On Sunday a large gathering listened to a sermon from Rev. A. H. Bradford, of Mont Clair, N. J. On Monday, 18th, the course was resumed with a lecture by Prof. Alexander Winchell, of the University of Michigan, on "The philosophical consequences of evolution," followed on Tuesday, 19th, by Rev. Lyman Abbott, D. D., of New York City, on the "Foundations of Christian belief;" on Wednesday, 20th, by Rev. J. H. McIlvaine, of Newark, N. J., on "Science and revelation;" Thursday, 21st, by Prof. B. N. Martin, of the University of New York, on "Recent physical theories in their bearing on teleology;" and lastly, Friday, 22d, by President John Bascom, of the University of Wisconsin, on "The gains and losses of faith by science."

On the 21st of July, while this course was in process, a meeting was held in the hall of philosophy, when the American Institute of Christian Philosophy was organized, a prospectus issued, and Rev. Charles F. Deems, D. D., LL. D., was elected provisional president, Rev. Amory H. Bradford, provisional secretary, and William O. McDowell, provisional treasurer. The first monthly meeting was held at Warwick Woodlands, August 28, 1881, and the following gentlemen were elected vice presidents: John Bascom, LL. D., of Wisconsin; Hon. Kemp P. Battle, LL. D., of North Carolina; Rev. Bishop Charles Edward Cheney, of Illinois; and General G. W. Custis Lee, of Virginia. It was ordered that the future monthly meetings be held in the parlors of the Church of the Strangers, where the second and third monthly meetings were held, at the last of which the committee on by laws reported a system of laws, which was adopted.—(Christian Philosophy Quarterly, 1881.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirtieth annual meeting of this association met in Cincinnati August 17, 1881. Prof. G. J. Brush, of the Yale Scientific School, in the chair. The venerable retiring president, Hon. Lewis H. Morgan, absent on account of sickness, took leave of the society in a touching letter. The meeting was a most important one, whether viewed in reference to the numbers in attendance, the high standing of the members in their various specialties, or the bearing upon science and real life of the subjects discussed. The topics presented before the several sections were too numerous for special mention here; among them were the following, arranged according to a new schedule adopted at this

meeting: In the section of mathematics and astronomy, "Method of determining solar parallax from meridian observations of Mars at opposition," by J. R. Edwards, Washington, D. C.; "Wave lengths of the principal lines of the solar spectrum," by T. C. Mendenhall, of Columbus, Ohio, and a report from a committee of eminent astronomers on new standards of stellar magnitudes; in the section of physics, "Electric magnetism, gravitation, considered as manifestations of one force," by S. S. Lodi, Ohio; in the section of chemistry in its application to agriculture and geology, "Coal dust as an element of danger in mining," by H. C. Hovey, of New Haven, Conn.; "Amylose," "Mixed sugars," and the "Composition and quality of American sugar," received attention, as well as "The development of sugar in maize and sorghum," the writers on the last two being Henry B. Parsons and Peter Collier, both of Washington, D. C.; in the section of mechanical science, "Suggestions for improvement in the manufacture of glass and new methods for the construction of large telescopic lenses," presented by G. W. Holley, of Niagara Falls, New York; in the section of geography, came "On the cause of the arid climate of the western portion of the United States" and "The excavation of the grand cañon of the Colorado River," both by C. E. Dutton, of Washington, D. C., and also "A short study of the features of the region of the lower Great Lakes during the great river age; or, Notes on the origin of the Great Lakes of North America," by J. W. Spencer, of Windsor, Nova Scotia, and "Evidence from the drift of Ohio, Indiana, and Illinois, in support of the preglacial origin of the basins of Lakes Erie and Ontario," by E. W. Claypole, of Yellow Springs, Ohio; in the section of biology, "A contribution to the study of the bacterial organisms found upon exposed mucous surfaces and in the alimentary canal of healthful animals;" in the section of anthropology, a lengthy and learned paper on "The speech of man," by Col. Garrick Mallery, U. S. A., with another on "A law of the stone age," by Horatio Hale, of Clinton, Canada, descriptive of the formation of the wathas of the great league of the Six Indian Nations of New York.

Before the close of the session, action was taken, with considerable decision, on the practice which it was ascertained was growing up of conferring the degrees of philosophy and doctor of science honoris causa, instead of as an earned reward for scientific work and high attainments in philosophic study. The revelations of the discussion on this point, of the lavish way in which degrees are given without regard to the need of repressive action in other directions than the two specifically mentioned.—(Proceedings of the thirtieth meeting, 1891.)

APPENDIX.

STATISTICAL TABLES

RELATING TO

ATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, &c.; from replies to inquiry.*

	States and Territories.	Report for the year —	SCHOOL YEAR.		SCHOOL AGE.
			Begins—	Ends—	
	1	2	3	4	5
1	Alabama	1881	Oct. 1	Sept. 30	7-21
2	Arkansas	1880-'81	July 1	June 30	6-21
3	California	1880-'81	July 1	June 30	5-17
4	Colorado	1881	Sept. 1	Aug. 31	6-21
5	Connecticut	1881	Sept. 1	Aug. 31	4-16
6	Delaware	1880-'81	Dec. 1	Nov. 30	6-21
7	Florida	1879-'80	Oct. 1	Sept. 30	4-21
8	Georgia	1881	Jan. 1	Dec. 31	6-18
9	Illinois	1880-'81	July 1	June 30	6-21
10	Indiana	1880-'81	Sept. 1	Aug. 31	6-21
11	Iowa	1881	Sept. 15	Sept. 15	5-21
12	Kansas	1881	Aug. 1	July 31	5-21
13	Kentucky	1880-'81	July 1	June 30	f6-20
14	Louisiana	1881	Jan. 1	Dec. 31	6-18
15	Maine	1880-'81	Apr. 1	Apr. 1	4-21
16	Maryland	1880-'81	Sept. 1	July 31	5-20
17	Massachusetts	1880-'81	May —	Apr. —	5-15
18	Michigan	1881	Sept. 6	Sept. 5	5-20
19	Minnesota	1881	Sept. 1	Aug. 31	5-21
20	Mississippi	1881	Jan. 1	Dec. 31	5-21
21	Missouri	1879-'80	Apr. —	Apr. —	6-20
22	Nebraska	1881	Apr. 1	Apr. 1	5-21
23	Nevada	1881	Sept. 1	Aug. 31	6-18
24	New Hampshire	1881			5-15
25	New Jersey	1881	Sept. 1	Aug. 31	5-18
26	New York	1880-'81	Oct. 1	Sept. 30	5-21
27	North Carolina	1880-'81	Dec. 1	Nov. 30	6-21
28	Ohio	1881	Sept. 1	Aug. 31	6-21
29	Oregon	1880-'81	Mar. —	Mar. —	4-20
30	Pennsylvania	1881	June —		6-21
31	Rhode Island	1880-'81	May 1	Apr. 30	j5-15
32	South Carolina	1881	Nov. 1		6-16
33	Tennessee	1881	July 1	June 30	6-21
34	Texas	1879-'80	Sept. 1	Aug. 31	8-14
35	Vermont	1880-'81	Apr. 1	Mar. 31	5-20
36	Virginia	1881	Aug. 1	July 31	5-21
37	West Virginia	1881	Sept. 1	Aug. 31	6-21
38	Wisconsin	1881	Sept. 1	Aug. 31	4-20
39	Arizona	1881	Jan. 1	Dec. 31	6-21
40	Dakota	1881	Apr. 1	Mar. 31	5-21
41	District of Columbia	1880-'81	July 1	June 30	j6-17
42	Idaho	1881	Sept. 1	Aug. 31	5-21
43	Montana	1881	Sept. 1	Aug. 31	4-21
44	New Mexico	1880			7-18
45	Utah	1881	July 1	June 30	6-18
46	Washington	1881	Sept. 1	Aug. 31	4-21
47	Wyoming	1880			7-21
48	Indian:				
	Cherokees	1881			
	Chickasaws	1881			
	Choctaws	1881			
	Creeks	1881			
	Seminoles	1881			

a United States census of 1880.

b Several counties made no report of sex.

c Number under 5 years of age.

d Estimated.

e For the winter term.

f For colored population the school age is from 6 to 16.

g For white schools only.

the school population, enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
SEX.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrolment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
6136, 799	6125, 407				176, 289		115, 316
104, 568	104, 669	e88, 068			98, 744		
20, 886	19, 918		9, 186	31, 618	103, 855	114, 486	105, 541
		d24, 000		d119, 745	26, 000		14, 649
					119, 381		e76, 028
					29, 122		
					39, 315		27, 046
					244, 197		149, 908
508, 698	493, 524				701, 627		425, 858
366, 840	347, 503				503, 855		306, 801
303, 239	291, 491	d74, 341	d139, 763	d380, 626	431, 513		254, 088
178, 170	170, 009				249, 034		139, 778
					g238, 440		g149, 226
					62, 370		h45, 626
					160, 067		99, 500
					158, 909		79, 739
					825, 239		i233, 108
					371, 743		d219, 328
152, 713	148, 210				177, 278		79, 901
					237, 288	194, 568	160, 064
					476, 376		d210, 132
79, 645	73, 179				100, 776		65, 604
5, 198	5, 385				8, 329		5, 406
					63, 235		43, 943
166, 137	169, 494				203, 542	119, 437	110, 052
					1, 021, 282		559, 399
240, 486	227, 586				240, 716		142, 820
543, 994	519, 343		262, 084	811, 253	744, 758	577, 751	468, 141
32, 960	28, 681				34, 498		25, 196
					931, 749		599, 057
26, 849	26, 228				k44, 920	k32, 597	k28, 836
					133, 458		
282, 046	263, 829			a262, 279	283, 468		180, 509
					186, 786		
					74, 646		49, 700
282, 902	278, 763	49, 722	122, 343	384, 600	239, 046	180, 520	134, 487
111, 796	101, 393		48, 817	164, 374	145, 203		91, 266
247, 670	243, 688				300, 122		190, 878
					3, 844		h2, 847
519, 298	517, 272				25, 451		20, 730
a20, 998	a22, 560	0	a2, 904	a40, 654	27, 299	22, 061	4, 127
3, 927	3, 593				6, 080		2, 730
5, 143	4, 752	2, 752			5, 112		2, 800
					a4, 755		a3, 150
21, 616	20, 737				26, 772		18, 682
					14, 754		m11, 275
					a2, 907		a1, 920
					3, 048		1, 792
					650		270
					1, 460		1, 260
					799		
					226		174

A In 1880.

i Average attendance.

j Inclusive.

k Includes evening school reports.

l This report is only approximately correct, many counties omitting to make their returns to the territorial superintendent.

m In 1879.

TABLE I.—PART I.—Statistics of the school systems of the States and Territories.

States and Territories.		PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.		
		Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corre- sponding to pub- lic schools below high schools.		Schools not corresponding to public schools below high schools.
					Pupils.		
					Male.	Female.	
1	15	16	17	18	19	20	
1 Alabama			80				
2 Arkansas							
3 California			115		(cd14, 953)		
4 Colorado			e89				
5 Connecticut	2, 637		180		(12, 500)		
6 Delaware	cg512	cg150	g153				
7 Florida							
8 Georgia					(d43, 374)		
9 Illinois			149		(59, 902)		
10 Indiana			135		(13, 814)		
11 Iowa	13, 052		148		(15, 098)		
12 Kansas	(6, 518)		117				
13 Kentucky			e102				
14 Louisiana			100				
15 Maine			118				
16 Maryland							
17 Massachusetts			178		(25, 911)		
18 Michigan			154		(19, 788)		
19 Minnesota			100				
20 Mississippi			78				
21 Missouri	e9, 000		e100				
22 Nebraska	3, 128	40	110				
23 Nevada			140.4		(868)		
24 New Hampshire	2, 657		97.15		(3, 562)		
25 New Jersey	3, 495	66	190	20, 121	22, 270		
26 New York			178		(e145, 367)		
27 North Carolina			p48				
28 Ohio	16, 381		155	(r35, 805)			
29 Oregon			86		(d4, 823)		
30 Pennsylvania			146.96		(e26, 710)		
31 Rhode Island	830	79	186		(u6, 717)		
32 South Carolina			73.33				
33 Tennessee			70		(d35, 054)		
34 Texas			u73				
35 Vermont			124				
36 Virginia			117.5	e10, 291	e10, 906		
37 West Virginia			99				
38 Wisconsin			175.6	(24, 824)			
39 Arizona	e101		e109				
40 Dakota							
41 District of Columbia	382	13	190		(cf5, 000)		
42 Idaho			150				
43 Montana	169	3	110				
44 New Mexico							
45 Utah			140				
46 Washington	e400	0	e100				
47 Wyoming							
48 Indian:							
Cherokees			180				
Chickasaws			180				
Choctaws			200				
Creeks			180				
Seminoles			180				

a For white teachers; for colored teachers the average salary is \$23.15.

b Average salary of male teachers of the first grade is \$47.42; of female teachers, \$40.90; in the second grade the salaries are \$28.58 and \$34.76, respectively; in the third grade, \$31.64 and \$29.15, respectively.

c In 1880.

d In private schools of all grades.

e In 1879.

f Estimated.

g For white schools only.

h Includes 56 colored teachers; the average monthly salary for is \$22.

i In 1878.

k For white schools in the country for teachers in graded schools cities is \$71.25; in public big

l In the country; 138 in cities.

m In graded schools the average was \$87.50 of women, \$40.

n In schools corresponding to public only.

ing the school population, enrolment, attendance, duration of schools, &c.—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.	
Teachers.							
Male.	Female.	Male.	Female.	Total.		Male.	Female.
22	23	24	25	26	27	28	29
		3,042	1,656	4,698		(a)22 98	
		1,688	481	2,169		(b)	(b)
		1,198	2,539	3,737	3,737	\$79 50	\$64 74
		245	556	801	633	78 50	55 15
		7680	72,432	78,112	2,900	60 69	35 37
		9222	9305	18,527		731 49	737 56
		675	420	1,095		(40 00)	
(d1, 508)		(6, 138)		6,128		c50 00	c30 00
635	911	8,438	13,695	22,133	18,000	44 17	35 31
221	441	(13, 418)		13,418		38 40	33 20
(532)		6,546	15,230	21,776	13,452	32 56	27 25
79	189	3,583	4,675	8,208		30 21	23 77
		4,195	2,715	6,910		(k23 87)	
		773	811	1,584		(31 50)	
		2,257	4,683	6,940	7,000	35 99	22 28
		1,819	1,861	3,180		(c41 06)	
		1,134	7,727	8,861	7,155	35 54	38 49
		4,024	10,448	14,472		36 98	25 78
		1,811	3,760	5,571	4,899	36 52	28 62
		3,572	2,486	6,058	6,058	(30 07)	
		6,068	4,379	10,447		em35 00	em30 00
		1,813	2,746	4,559	4,600	36 50	32 50
		44	132	176		99 50	74 76
n38	n61	559	3,026	3,585	3,585	32 63	21 77
212	365	926	2,560	3,486	3,556	51 07	32 68
		7,669	23,157	30,826	20,781	(42 24)	
		3,627	1,375	5,002	6,240	(g22 25)	
(a612)		11,453	12,517	23,970	16,999	37 00	28 00
(d231)		591	748	1,339		42 26	31 72
(g990)		9,359	11,993	21,352		33 69	29 03
		e253	v1,034	v1,287	v1,076	76 00	41 89
85	70	1,904	1,845	3,249		25 45	24 48
(1, 528)		5,393	1,487	6,880	10,917	(26 59)	
		3,088	1,278	4,361		(x)	(x)
		678	3,741	4,419		29 76	16 84
		3,208	2,184	5,392		29 18	24 92
e477	e1,132	3,079	1,208	4,287	4,287	g27 96	g28 70
		2,721	7,198	9,919	7,065	y35 39	y25 21
(852)		(102)		102		84 06	68 19
(15)		846	687	1,033		33 00	26 00
		35	425	460		91 13	61 27
		(175)		175	200	65 00	50 00
		59	118	177	177	79 88	57 47
		z128	z36	z164		(z30 67)	
		270	295	565		j35 00	j22 00
		149	205	aa443		e52 56	e37 50
		z31	z39	z70		(z60 23)	
				bb102			
				bb13			
				bb59		e50 00	e50 00
				bb28			
				bb7		e50 00	e50 00

o In normal schools, academies, and private schools.
p Six months only of 1881 reported.

q For white teachers; for colored teachers the average salary is \$19.82.

r These are for colored and private schools; in private schools only there are 30,362 pupils.

s These are for colored and private schools; in private schools only there are 207 teachers.

t Exclusive of Philadelphia.

u Number between 5 and 15 reported as attending Catholic and select schools.

v Includes evening school reports.

w In the counties.

x In the counties the average salary of white male teachers is \$34; of white females, \$28; in the cities the salaries are, respectively, \$47 and \$37; for colored males in the counties, \$29; for colored females, \$26; in the cities, respectively, \$33 and \$32.

y In the counties; in the cities the average salary of males is \$98.85; of females, \$36.25.

z United States census of 1880.

aa Includes 89 of whom the sex is not reported.

bb Number of schools reported; number of teachers for them is not given.

TABLE I.—PART 2.—Statistics of the school system

States and Territories.	ANNUAL INCOME.		
	From State tax.	From local tax.	Total from taxation.
1	30	31	32
1 Alabama.....	\$130,000	a\$128,212	\$258,212
2 Arkansas.....			
3 California.....	1,490,328	1,343,306	2,833,634
4 Colorado.....			
5 Connecticut.....	215,597	1,068,205	1,283,802
6 Delaware.....			
7 Florida.....	(104,530)		104,530
8 Georgia.....	363,677	134,856	498,533
9 Illinois.....	1,000,000	5,769,538	6,769,538
10 Indiana.....			
11 Iowa.....	0	4,087,446	4,087,446
12 Kansas.....		1,206,242	1,206,242
13 Kentucky.....	741,672	384,070	1,125,742
14 Louisiana.....	250,000	177,000	427,000
15 Maine.....	235,979	613,258	849,237
16 Maryland.....			
17 Massachusetts.....		4,594,207	4,594,207
18 Michigan.....		2,796,299	2,796,299
19 Minnesota.....	241,000	915,738	1,156,738
20 Mississippi.....	e200,000	373,077	
21 Missouri.....		2,163,330	2,163,330
22 Nebraska.....	88,196	824,959	913,155
23 Nevada.....		96,811	96,811
24 New Hampshire.....	437,573	76,380	513,953
25 New Jersey.....	1,017,785	724,413	1,742,198
26 New York.....	2,750,000	7,393,890	10,143,890
27 North Carolina.....			352,687
28 Ohio.....	1,515,621	5,663,326	7,178,947
29 Oregon.....	146,806	91,569	238,375
30 Pennsylvania.....		7,746,931	7,746,931
31 Rhode Island.....	681,410	434,566	1,115,976
32 South Carolina.....			
33 Tennessee.....	127,839	513,404	641,243
34 Texas.....	778,603		
35 Vermont.....	112,671	342,161	454,832
36 Virginia.....	564,795	6745,701	61,310,494
37 West Virginia.....	229,814	548,762	778,576
38 Wisconsin.....		1,750,430	
39 Arizona.....			
40 Dakota.....			
41 District of Columbia.....	0	551,325	551,325
42 Idaho.....			
43 Montana.....		84,008	84,008
44 New Mexico.....			
45 Utah.....	59,706	65,793	125,499
46 Washington.....	115,323	12,286	127,609
47 Wyoming.....			
48 Indian:			
Cherokees.....			
Chickasaws.....			
Choctaws.....			
Creeks.....			
Seminoles.....			

a From poll tax.

b Includes balance on hand at close of last year.

c Paid out of general fund and not included in State expenditure.

d In 1880.

e State apportionment.

f State appropriation.

g Salaries of county superintendents only; salaries of other superintendents included in "salaries of teachers" (column 41 of this table).

h Increase in two school years.

i Included in "salaries of teachers" (this table).

j Local taxes and subscriptions.

k Includes compensation to county State, interest on county surplus.

l Rents, &c.

m Includes expenditure for repairs.

n Supervision and office expenses.

Showing the income, expenditure, &c.—Continued.

INCOME.		Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
From other sources.	Total.		Permanent.		Current.
			Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of su- perintendents.
35	36	37	38	39	40
\$1,253	\$397,479				\$11,884
	710,462		\$29,505		
32,049	53,680,161		204,850	\$95,126	218,339
	6708,516				
40,914	1,482,025	\$0	111,905	9,477	30,000
	147,360				22,300
17,218	139,710				8,021
	498,533				
528,493	7,922,169	197,979	812,025	25,231	772,977
	4,480,306		(616,450)		
683,956	5,000,024	462,713	856,975	13,259	(i)
254,257	1,740,593		339,626	24,533	25,209
408,516	1,194,258				
	486,790		112,760		19,667
113,717	1,089,414		95,347		28,370
	1,608,274		m174,684		n40,138
5,280	p4,851,567		803,441		159,314
336,728	3,645,328	159,242	708,630	21,981	(i)
136,811	1,679,297	335,748	225,800	12,720	16,690
143,265	716,342		68,327		12,607
151,585	b4,920,860		121,511	16,383	
217,159	b1,320,449	1,803,948	(221,965)		29,443
7,985	138,640		m18,990	r2,520	
20,937	586,139	0			14,373
40,982	1,914,447	80,699	170,517	2,425	38,557
506,875	10,895,765	25,316	1,467,361	210,312	114,690
69,895	b608,772		27,225		6,394
705,704	8,129,326	603,102	843,696		154,805
13,317	323,201	11,436	44,610	582	8,575
	8,798,724		11,207,011		212,000
445,238	c582,965	1,837	46,394	4,440	10,376
	452,965		17,334		18,445
64,969	706,152	0	58,852		13,076
35,229	b891,235		27,565		12,648
	454,832		m32,613		
24,138	b1,335,984		135,453	1,780	44,927
57,753	855,466	17,058	100,126	2,732	n11,725
228,435	2,178,219		261,313	13,433	61,075
	58,768				
	e363,000				u8,616
1,742	555,644	0	120,533	0	10,860
	54,609		2,151		
0,007	94,551				3,000
	w32,171				
73,377	198,876		(54,859)		
	127,609		x14,292	x300	z5,883
	w30,161				
	y52,300				
	y33,550				
	y31,700				
	y26,900				
	y7,500				

es and towns only; the total source for 1881 was \$138,775.

pts for school buildings, per- nents, and ordinary repairs.

from other funds.

reporting these items.

n, expenses of the department, teachers' tuition in State normal

or evening schools.

u Salaries of county superintendents only.

v 25 counties reporting; it is estimated that a full report would make the total revenue for the year over \$500,000.

w United States census of 1880.

x In 1879.

y Total income not reported; amount given is that reported as expenditure, which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—Statistics of the school systems

States and Territories.	ANNUAL EXPENDITURE.		
	Current.		Total.
	Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).	
1	41	42	43
1 Alabama.....	\$384, 769	b\$14, 037	\$410, 806
2 Arkansas.....			888, 412
3 California.....	2, 346, 056	401, 573	3, 047, 605
4 Colorado.....			657, 151
5 Connecticut.....	1, 025, 323	290, 986	1, 476, 601
6 Delaware.....	c138, 819	c64, 472	c\$207, 281
7 Florida.....	97, 115	3, 557	j114, 865
8 Georgia.....			b498, 533
9 Illinois.....	14, 722, 349	m2, 325, 832	m7, 858, 414
10 Indiana.....	p3, 057, 110	855, 194	4, 528, 754
11 Iowa.....	q3, 040, 716	1, 218, 769	5, 129, 819
12 Kansas.....	1, 167, 620	419, 409	1, 976, 397
13 Kentucky.....			s1, 248, 524
14 Louisiana.....	874, 127	34, 930	441, 484
15 Maine.....		(965, 907)	1, 089, 414
16 Maryland.....	1, 162, 429	v227, 329	1, 604, 580
17 Massachusetts.....	w4, 130, 714	425, 713	j5, 776, 542
18 Michigan.....	q2, 114, 567	573, 055	3, 418, 233
19 Minnesota.....	993, 957	217, 375	1, 466, 492
20 Mississippi.....	644, 352	32, 472	757, 758
21 Missouri.....	2, 218, 637	678, 820	j3, 152, 178
22 Nebraska.....	627, 717	285, 978	1, 185, 103
23 Nevada.....	x59, 194	x12, 169	140, 419
24 New Hampshire.....	408, 554	154, 095	577, 022
25 New Jersey.....	1, 510, 830	192, 118	1, 814, 447
26 New York.....	7, 775, 505	1, 355, 624	10, 923, 402
27 North Carolina.....	842, 212	33, 828	409, 659
28 Ohio.....	5, 151, 448	1, 983, 673	8, 133, 622
29 Oregon.....	234, 618	29, 746	318, 331
30 Pennsylvania.....	4, 677, 017	1, 998, 077	7, 994, 705
31 Rhode Island.....	aa408, 993	aa79, 734	aa549, 937
32 South Carolina.....	309, 855		345, 634
33 Tennessee.....	529, 618	36, 463	638, 009
34 Texas.....	674, 869	38, 264	758, 346
35 Vermont.....	366, 448	42, 117	j447, 252
36 Virginia.....	823, 310	94, 763	1, 100, 239
37 West Virginia.....	539, 648	107, 019	761, 250
38 Wisconsin.....	1, 618, 283	324, 999	2, 279, 103
39 Arizona.....			44, 628
40 Dakota.....			b\$314, 484
41 District of Columbia.....	295, 668	100, 251	527, 312
42 Idaho.....	38, 174	4, 515	44, 840
43 Montana.....	52, 781		55, 781
44 New Mexico.....	dd28, 002	dd971	dd28, 973
45 Utah.....	113, 768	30, 637	199, 264
46 Washington.....	e94, 019	e2, 885	e114, 379
47 Wyoming.....	dd25, 894	dd2, 610	dd28, 504
48 Indian:			
Cherokees.....			52, 300
Chickasaws.....			33, 550
Choctaws.....			31, 700
Creeks.....			26, 900
Seminoles.....			7, 500

a In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Includes \$13,500 spent for normal schools.

c In 1889.

d Estimated by Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

e In 1879.

f Per capita of population between 5 and 17.

g Includes \$1,080 expended for colored schools outside of Wilmington.

h Does not include expenditure for white schools only.

i Items not fully reported.

k Amount received from the State taxation for the support of public amount is largely supplemented.

l Includes salaries of all superintendents of the counties.

m Includes \$463,077 principal of bonds interest on bonds.

n Exclusive of appropriations for and expense of State superintendent.

o Exclusive of the value of normal territory.

and Territories, showing the income, expenditure, &c.—Continued.

ANNUAL EXPENDITURE.

Expenditure in the year per capita of pupils enrolled in public schools. ^a	Expenditure in the year per capita of average attendance in public schools. ^a	Expenditure in the year per capita of population between 6 and 16. ^a	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. ^a	Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.
45	46	47	48	49	50	51
\$3 33	\$3 56			\$2,528,950		\$285,976
\$3 65				\$144,875	\$190,186	283,125
16 95	26 32	\$18 15	\$16 32	1,990,400	2,160,753	6,998,825
21 43	38 08	17 68		636,000		977,218
10 58	17 41	10 55		2,021,346	2,021,346	
\$8 12				495,749		450,000
\$2 92	\$4 25			246,900		132,729
2 04	3 82					
10 08	16 61			9,247,281	9,247,281	\$16,956,310
\$7 96	\$12 72			9,133,608		12,024,180
\$7 99	\$16 97	\$11 82	\$12 82	3,547,124		9,533,493
6 57	11 69			2,407,891	10,000,000	4,884,386
				11,790,652		2,395,752
\$6 89	\$9 41			1,130,867		\$700,000
6 66	10 05			\$438,287		3,026,395
\$8 64	\$16 37			\$906,229		
\$15 44	\$21 54			2,086,887		
\$7 35	\$12 45			3,040,163	3,461,124	10,500,000
\$7 01	\$15 55			4,835,476	18,000,000	3,715,769
3 38	4 75			800,000		
\$6 24	\$13 79			8,950,806		7,353,401
11 56	17 78			5,128,565	23,216,679	2,054,049
\$15 57	\$23 97			\$415,000		260,193
11 13	16 02					2,113,851
8 60	15 91	7 15	8 68	1,452,720	2,595,883	6,275,067
10 69	19 52			\$3,276,602	\$3,276,602	31,091,630
1 71	2 81			100,000	\$431,555	220,442
9 25	15 68	9 15	10 80	\$3,795,206		22,103,982
8 98	12 29			610,000	625,000	657,469
\$7 36	\$11 45					26,605,321
11 86	18 04			240,376	266,950	1,054,444
2 46						435,289
2 25	3 53			2,512,500		868,713
\$3 89					\$3,385,571	
6 00	8 99			669,087		
4 06	7 22	2 53	2 69	40,600	1,518,845	1,199,833
4 59	7 31			441,947		1,753,144
7 67				2,790,214		5,522,657
						121,818
						cc532,267
15 16	19 97	10 18	11 96	\$60,385	\$60,385	1,326,888
\$7 04	\$10 38					
16 50						140,250
\$6 09	\$9 20					dd13,500
\$5 55	\$7 96					415,186
\$6 15	\$11 92					\$220,405
\$9 81	\$14 85					dd40,500
				ee659,158		
				(f)		
				ee169,472		
				ee200,000		
				(f)		

p Total amount expended from tuition revenue.

q Includes salaries of superintendents.

r Estimated.

s The sum included in this total as public school expenditure for colored schools is the amount raised for them and may be somewhat greater or less than the actual expenditure.

t An estimate including per capita of total permanent expenditure for the year.

u In 1878.

v Includes \$40,144 for interest and indebtedness extinguished.

w Includes fuel and care of school rooms.

x Storey County not reporting these items.

y Exclusive of the United States deposit fund.

z Exclusive of large quantities of swamp lands.

aa Includes expenditure for evening schools.

bb 25 counties reporting; it is estimated that a full report would make the total expenditure for the year over \$500,000.

cc Value of school-houses only.

dd United States census of 1880.

ee The income derived from these funds is augmented from other sources.

ff Schools supported from general tribal funds.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of years of age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
1 Selma, Ala*	Hugh S. D. Mallory	7,529	7-21			1,757			882	*400	180	173	
2 Little Rock, Ark	J. M. Fish	18,136	6-21		1,769	6,288		90	2,698	618	200	192	
3 Los Angeles, Cal	J. M. Gulnn	11,183	5-17			8,617	0	275	2,098	1,000	200	205	
4 Oakland, Cal	Hamilton J. Todd	34,555	5-17			8,242			7,262	5,731	205	205	
5 San Francisco, Cal	John W. Taylor	233,959	6-17			55,115			40,187	6,731	220	210	
6 Stockton, Cal	S. P. Crawford	10,282	5-17			2,204		102	2,136	124	220	210	
7 Denver, Colo. (§ of city)	Aaron Gove	35,629	6-21			*5,700	0	113	4,087	*500	187	186	
8 Leadville, Colo	W. C. Thomas	14,820	6-21			2,084	0		1,533	100	180	140	
9 Bridgeport, Conn*	H. M. Harrington	29,148	4-16			2,588		181	6,114	525	210	190	
10 Danbury, Conn*	W. F. Taylor	11,666	4-16			2,588			2,271	124	36	200	
11 Derby, Conn	G. H. Peck, acting visitor	11,680	4-16			2,588			2,702	86	200	200	
12 Greenwich, Conn*	Myron L. Mason, secretary	7,892	4-16			1,887			1,552	143	200	200	
13 Hartford, Conn*	John Henry Brocklesby, acting visitor	42,651	4-16			9,682			7,612	1,708	200	193	
14 Meriden, Conn	J. H. Chapin, acting visitor	18,340	4-16	403		4,863			8,548	800	200	193	
15 Middletown, Conn		11,732	4-16			2,651			2,058	494	180	187	
16 New Britain, Conn	Henry E. Sawyer	13,979	4-16	607		3,628			1,873	817	190	187	
17 New Haven, Conn	Samuel T. Dutton	62,882	4-16	2,418		14,548			12,434	1,500	200	200	
18 New London, Conn	Ralph Wheeler	10,537	4-16			2,090			1,891	40	200	200	
19 Norwich, Conn	John S. Seymour, secretary	13,956	4-16			3,138			2,375	465	203	203	
20 Norwich, Conn	J. W. Cray, acting visitor	21,143	4-16			5,073			4,216	386	203	203	
21 Stamford, Conn*	W. H. Woodbury, secretary	11,297	4-16			2,549			1,668	628	203	203	
22 Waterbury, Conn*	E. A. Linn, secretary	20,270	4-16			4,868			2,506	399	203	203	
23 Wilmington, Del	David W. Haslam	42,478	6-21						7,065		203	193	

232	Daerville, Ill.*	J. W. Laynes	7,783	6-21	2,080	0	42	1,860	355	200	197
233	Elgin, Ill.	C. F. Kimball	8,767	6-21	2,642	0	0	1,400	627	180	183
234	Freeport, Ill.	C. C. Snyder	8,516	6-21		80	0	1,700	200	200	185
235	Galesburg, Ill.		11,487	6-21	4,254	0	0	2,085	180	177	180
236	Jacksonville, Ill.	D. H. Harris	10,927	6-21	3,693	1,360	258	1,885	1,200	180	188
237	Joliet, Ill.	D. H. Darling	16,149	6-21	1,625	1,625		2,023	650	200	198
238	Moline, Ill.	W. S. Mack	7,800	6-21	0	491	0	d1	379	260	160
239	Ottawa, Ill.	D. R. A. Thorp	7,884	6-21	3,254	0	160	1,597	273	200	196
240	Peoria, Ill.	Newton C. Dougherty	20,261	6-21	8,516	2,504	0	4,915	1,560	200	196
241	Quincy, Ill.	T. W. Macfall	27,268	6-21	9,541	*2,859	85	3,597	1,700	200	196
242	Rockford, Ill.	E. H. Conkling, clerk	13,129	6-21	4,132	0		2,644	460	200	194
243	Rock Island, Ill.	S. S. Kemble	11,659	6-21	4,132	0	184	2,644	460	200	194
244	Springfield, Ill.	F. R. Feltchans	19,743	6-21	3,590	0		2,792	506	180	177
245	Evansville, Ind.	John Cooper	29,280	6-21				4,968		198	198
246	Fort Wayne, Ind.	John S. Irwin	26,890	6-21	4,733	119		3,472	3,000	195	192
247	Indianapolis, Ind.	H. S. Tarbell	75,056	6-21	7,358	28,959		12,833	1,334	195	189
248	La Fayette, Ind.	J. T. Merrill	14,860	6-21	0	6,474	0	2,986	1,200	200	190
249	Logansport, Ind.	John K. Walke	11,198	6-21	1,210	8,858	142	1,887	790	200	186
250	Madison, Ind.	J. H. Martin	8,945	6-21	5,293	0		1,501	750	200	200
251	Richmond, Ind.*	John Cooper	12,742	6-21	4,845			2,219	665		178
252	South Bend, Ind.	James D. Shane	13,260	6-21	4,703		137	1,924	570	180	178
253	Terre Haute, Ind.	William H. Wiley	26,042	6-21	8,846	0		4,310	912	200	197
254	Vincennes, Ind.	Robert A. Townsend	7,680	6-21	3,807			1,102	550	200	197
255	Cedar Rapids, Iowa	J. W. Akers	10,104	5-21	963	220	56	2,146	350	180	177
256	Clinton, Iowa*	Henry Sabin	9,052	5-21	3,200	175	47	1,749	350	180	188
257	Council Bluffs, Iowa	George L. Farnham	13,063	5-21	1,429	66		2,007	301	200	195
258	Davenport, Iowa	J. B. Young	21,831	5-21	9,309	391	170	d4,558	200	188	184
259	Des Moines (westside), Iowa*	L. W. Parish	22,408	5-21	8,576	152	37	3,322	600	190	184
260	Dubuque, Iowa	Thomas Hardie, secretary	22,254	5-21	10,074	0		8,720	*1,750	198	198
261	Keokuk, Iowa*	W. W. Jamieson	12,117	5-21	4,585	0		2,400	400	190	190
262	Muscatine, Iowa	R. W. Huff	8,295	5-21	2,800	0		1,500	400	210	210
263	Ottumwa, Iowa	A. W. Stuart	8,004	5-21	2,700	700		1,730	120	180	184
264	Lawrence, Kans*	E. Stanley	8,510	5-21	3,085			1,829	200	180	178
265	Leavenworth, Kans.	Frank A. Fitzpatrick	16,548	5-21	6,796			3,158	856	180	180
266	Topeka, Kans	W. H. Butterfield	15,452	5-21	5,270			3,111	200		
267	Covington, Ky*	Harvey Myers, clerk school board	29,720	6-20	0			3,279	3,000	198	
268	Lexington, Ky		16,656	6-20	4,961			1,162	640		
269	Louisville, Ky	George H. Tingley, jr	123,758	6-20	48,837			19,189	280	238	
270	Newport, Ky	Alva T. Wiles	20,433	6-20	6,780	0	20	2,692	260	216	204
271	Paducah, Ky	D. C. Culler	8,036	6-20	1,980	0	31	882	225	200	204
272	New Orleans, La.	William O. Rogers	216,090	6-18	61,458	0		24,401	121,000	214	192
273	Anburn, Me*	N. I. Jordan, secretary school committee	9,555	4-21	3,078	51	177	2,500	180	174	
274	Augusta, Me.	G. T. Fletcher	8,665	4-21	2,342	400	100	1,220	200	180	175
275	Bangor, Me	S. P. Bradbury, school agent	10,856	5-21	5,479	172	205	3,120	150	170	
276	Bath, Me.	George E. Hughes	7,874	4-21	2,836			1,836	50	195	190
277	Bladesford, Me	James Burrier	12,651	4-21	3,911			1,891	269	180	184
278	Lewiston, Me	Abner J. Phillips, PH. D.	19,083	4-21	6,274	136	192	2,919	300	300	187

for the entire city.

these statistics are from a return for 1880.

1879.

In day schools only.

Population of the township: to

united in one school district.

Succeeded in 1881 by J. A. Zeller.

* From Report of the Commissioner of Education for 1890.

27. Average duration of school in days.

Including Monroe County;

the City census of 1878.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &c.—Continued.

City.	Superintendent.	3	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			School population.				Number enrolled in public schools.						
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
79 Portland, Me.	Thomas Teach	33,810	4-21	1,604	2,846	10,660	715	335	6,708	1,330	200	200	
80 Rockland, Me.	F. W. Smith, chairman	7,599	4-21			2,186			1,448	0	163	163	
81 Baltimore, Md.	Henry E. Shepherd	332,813	6-21			86,961			47,048	614,900	200	200	
82 Boston, Mass.	Edwin P. Seaver	362,839	6-15			61,056			36,712	9,922	206	203	
83 Brooklyn, Mass.	R. Sanford, secretary	13,608	6-15			2,278			2,444		197	197	
84 Brookline, Mass.	D. H. Daniels	8,057	6-15			1,263			1,568		238	238	
85 Cambridge, Mass.	Francis Cogswell	52,669	6-15			9,390			8,537	1,748	200	197	
86 Chelsea, Mass.	J. Kimball	21,782	6-15	165		2,081	149	49	4,433	400	196	195	
87 Chicopee, Mass.	John T. Clarke	11,286	6-15			1,671	125	28	1,550	1,069	196	191½	
88 Clinton, Mass.	J. T. Dame, chairman	8,029	6-15			673			9,363	40	200	196	
89 Fall River, Mass.	William Connell, jr.	48,961	6-15			2,478			9,363	831	193	198½	
90 Fitchburg, Mass.	Joseph G. Edgerly	12,439	6-15	276		2,478	258	108	4,438	20	185	200	
91 Gloucester, Mass.	L. H. Marvel	19,329	6-15	542		2,608	542	69	3,323	35	200	196	
92 Haverhill, Mass.	Charles H. Poor, secretary	18,472	6-15			4,640			3,823	125	200	196	
93 Holyoke, Mass.	Edwin L. Kirkland	21,915	6-15			7,145			6,463	1,803	200	195	
94 Lawrence, Mass.	J. L. Brewster	39,151	6-15			9,121			5,791	1,400	200	197	
95 Lowell, Mass.	Charles Morrill	38,274	6-15			6,397	1,086		9,689	1,200	200	196	
96 Lowell, Mass.	O. B. Bruce	38,274	6-15			6,397				130			
97 Lynn, Mass.	W. H. Lambert	10,127	6-15	400		2,082	210	125	2,731	154	205	201	
98 Malden, Mass.	W. D. Burdett, chairman	12,167	6-15			2,121			2,267	300	180	178	
99 Marlborough, Mass.	J. A. Harvey	7,573	6-15			61,204	105	115	4,449	40	200	192	
100 Medford, Mass.	Henry F. Harrington	26,845	6-15			6,083			4,449	328			
101 New Bedford, Mass.	John F. Young, secretary	12,538	6-15			2,532			2,205	208			
	John E. Kimball	11,095	6-15			2,942			3,687	215½	200	190	

110	Weltham, Mass.*	J. T. Prince	11, 712	5-15	287	2, 144	322	110	2, 304	103	200
111	Woburn, Mass.	K. H. Davis	10, 931	5-15	246	2, 871	169	570	2, 369	50	200
112	Worcester, Mass.	A. V. Marble	58, 231	6-15	1, 780	11, 363	1, 900	2, 000	11, 447	2, 000	190
113	Adrian, Mich.	W. J. Cocker, A. M.	7, 849	6-20					1, 393		
114	Ann Arbor, Mich.	W. S. Perry	8, 061	5-20	234	699		454	1, 900	200	198
115	Bay City, Mich.	I. W. Morley	20, 663	5-20					2, 991	200	194
116	East Detroit, Mich.	J. M. B. Sill	116, 340	5-20					6, 721	200	196
117	East Saginaw, Mich.	Joseph C. Jones	19, 016	5-20	435	1, 399			43	189	104
118	Flint, Mich.	M. T. Gass	8, 409	5-20					2, 873	95	200
119	Grand Rapids, Mich.	A. J. Daniels	32, 016	5-20	1, 024	1, 064			45, 853	1, 000	200
120	Marquette, Mich.	C. L. Houseman	11, 262	5-20					1, 786	500	200
121	Port Huron, Mich.	Henry J. Kobeson	8, 883	5-20					1, 836	300	197
122	Saginaw, Mich.	C. E. Thomas	10, 625	5-20					6, 720	200	195
123	Minneapolis, Minn.	O. V. Tonsley	46, 887	6-21	1, 500	6, 000			43	189	185
124	St. Paul, Minn.	B. F. Wright	41, 473	6-21					249	1, 000	200
125	Stillwater, Minn.*	E. P. Frost	9, 055	5-21					40	600	176
126	Winona, Minn.	James McNaughton	10, 208	5-21					1, 062	350	198
127	Vicksburg, Miss.	H. T. Moore	11, 814	5-21					1, 180	600	190
128	Hannibal, Mo.	W. C. Foreman	11, 074	6-20					2, 095	300	195
129	Kansas City, Mo.	J. M. Greenwood	55, 785	6-20	750	3, 708			8, 024	625	200
130	St. Joseph, Mo.	Edward B. Neely	32, 431	6-20	2, 143	9, 852			4, 072	200	198
131	St. Louis, Mo.	K. H. Long	350, 518	6-20	24, 412	106, 372	2, 096	2, 212	53, 985	21, 000	200
132	Sedalia, Mo.	D. R. Cully	9, 561	6-20	728	3, 105		83	2, 016	250	170
133	Lincoln, Nebr.	J. M. Scott	13, 003	5-21					1, 772	100	180
134	Omaha, Nebr.	George B. Lane	30, 518	5-21	800	840			3, 717	500	200
135	Virginia City, Nev.*	William H. Hill, clerk school board	10, 917	5-18	438	576			2, 280	447	218
136	Dover, N. H.	Gilman C. Fisher	11, 687	5-15					2, 020	90	160
137	Manchester, N. H.*	William E. Buck	32, 680	5-15	A570				2, 100	190	188
138	Nausha, N. H.	S. Arthur Bent	13, 387	5-15					2, 606	20	180
139	Portsmouth, N. H.	John Pender, secretary	9, 680	5-					1, 922	150	200
140	Camden, N. J.	H. L. Bousall	41, 659	5-18	A350				1, 827	210	200
141	Elizabeth, N. J.	J. Ang. Dix	28, 229	5-18					2, 439	205	205
142	Jersey City, N. J.*	William L. Dickinson	120, 722	5-18					22, 519	9, 000	204
143	New Brunswick, N. J.	Henry B. Pierce	136, 508	5-18					18, 626	a, 596	201
144	Orange, N. J.	U. W. Cutts	17, 166	5-18	A485	A970			1, 708	1, 900	200
145	Pateron, N. J.	Edmond V. De Graff	51, 091	5-18	1, 269	921			a1, 500	200	200
146	Plainfield, N. J.	C. H. Stillman	8, 125	5-18	1, 100	103			3, 583	2, 604	205
147	Trenton, N. J.*	J. R. Encke	29, 910	5-18	4, 225	11, 178			13, 975	4, 474	203
148	Albany, N. Y.	Charles W. Cole	90, 758	5-21	889	2, 007			3, 184	1, 200	194
149	Albany, N. Y.	B. B. Snow	21, 924	5-21	350	1, 298			3, 000	528	201
150	Binghamton, N. Y.	James H. Hoese	17, 317	5-21					96, 077	*50, 000	212
151	Brooklyn, N. Y.	Calvin Patterson	566, 663	5-21					18, 606	9, 628	201
152	Buffalo, N. Y.	Christopher G. Fox	155, 184	5-21					18, 606	9, 628	201
153	Coates, N. Y.	A. J. Cobb	19, 416	5-21					7, 991	1, 098	199
154	Elmira, N. Y.	C. B. Tompkins	20, 541	5-21	328	1, 562			4, 198	316	200
155	Hornellville, N. Y.*	D. L. Freeborn	8, 195	5-21					2, 439	350	196

* From Report of the Commissioner of Education for 1880.

d In high school, 240 days.

e In day schools only.

f These statistics are from a return for 1880.

g In high school, 200 and 196.

h Estimated.

i Exclusive of Gold Hill, a separate district.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 10 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 10 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
Hudson, N. Y.	Luther C. Foster.	8,670	5-21			2,975			1,158	700		191	
Ithaca, N. Y.	Charles M. Ryan.	9,105	5-21			2,703			1,018	75		200	
Kingston, N. Y.	Charles M. Ryan.	8,184	5-21	221	744	2,704	189	118	1,889	197	210	191	
Lockport, N. Y.	Arthur A. Skinner.	13,522	5-21			4,185	142	351	2,634	500	200	198	
Long Island City, N. Y.	C. W. Gould.	17,139	5-21			5,717			3,837		215	201	
Newburgh, N. Y.	R. V. K. Montfort.	18,040	5-21			5,807			3,325	701	201	200	
New York, N. Y.	John Jasper.	1,206,200	5-21			391,000			2,070	40,000	200	200	
Ogdensburg, N. Y.	N. W. Howard.	10,341	5-21			4,044			3,760	570	200	199	
Oswego, N. Y.	Virgil C. Douglas.	21,116	5-21			7,988			3,760	1,268	196	194	
Plattsburgh, N. Y.	Fox Holden.	8,253	5-21			2,100			1,371	80	200		
Poughkeepsie, N. Y.	Edward Burgess.	20,207	5-21	330	807	26,002	173	59	2,700	828	201	201	
Rochester, N. Y.	S. A. Ellis.	89,306	5-21			37,000			13,381	3,500	200	196	
Rome, N. Y.	J. Allen Barringer.	12,194	5-21	135	1,118	3,129	97	238	1,700	465	246	198	
Saratoga Springs, N. Y.	L. S. Packard.	8,421	5-21	165	825	2,639	102	510	1,034	310	210	200	
Schenectady, N. Y.	Edward Smith.	13,635	5-21	1,211	5,019	4,500	672	461	2,268	450			
Syracuse, N. Y.	David Leattie.	51,792	5-21	1,258	4,691	18,404	895	132	9,379	1,892	200	196	
Troy, N. Y.	A. McMillan.	36,747	5-21	62,138	2,029	12,048			8,944	1,302	201	201	
Utica, N. Y.	Fred Seymour.	33,014	5-21	62,138	2,029	12,048			8,944	1,302	201	201	
Watertown, N. Y.	John Duckett, county superintendent.	10,697	5-21			3,128			2,154	1,327	200	196	
Raleigh, N. C.	John Duckett, county superintendent.	9,265	5-21			4,388			2,154	1,327	200	196	
Akron, Ohio	Samuel Findley.	16,512	6-21	0	993	4,719			3,105	750	200	194	
Canton, Ohio	J. H. Lehman.	12,258	6-21		1,033	4,307			2,898	600	200	189	
Chillicothe, Ohio	William Richardson.	10,638	6-21		824	3,397			1,893	350	190	186	

187	Newark, Ohio	J. C. Hartler	9,600	0	1,180	3,890	0	132	1,853	300	190	183
188	Portsmouth, Ohio	J. A. I. Lowes	11,321	0	1,768	4,500	0	100	2,200	200	190	186
189	Sandusky, Ohio	Alaton Ellis	15,898	0	1,768	4,500	0	101	2,200	200	190	186
190	Springfield, Ohio	W. J. White	20,730	0	2,723	6,352	0	187	3,134	800	195	183
191	Steubenville, Ohio	Henry N. Mertz	12,008	0	2,723	6,352	0	156	2,850	450	200	183
192	Tiffin, Ohio	J. W. Knott	7,879	0	327	3,378	0	101	1,281	600	200	192
193	Toledo, Ohio	John W. Dowd	50,137	0	327	17,578	0	7,677	2,000	200	195	185
194	Zanesville, Ohio	W. D. Leach	18,113	0	327	5,980	0	8,061	2,000	200	197	180
195	Fordland, Ore	T. H. Crawford	17,577	4-20	5,314	5,314	0	2,972	600	200	200	183
196	Allegheny, Pa*	L. H. Durling	78,063	0-21	4,500	4,500	0	11,610	g3, 500	193	183	183
197	Allentown, Pa*	G. H. Deah	18,063	0-21	4,500	4,500	0	3,429	500	198	168	168
198	Altoona, Pa	D. S. Keith	19,710	0-21	4,500	4,500	0	3,054	900	198	187	187
199	Bradford, Pa	George F. Stone	9,197	0-21	4,500	4,500	0	3,054	350	220	220	220
200	Carbondale, Pa	D. N. Lathrop	7,714	0-21	4,500	4,500	0	1,821	200	198	191	191
201	Chester, Pa	Charles F. Foster	14,997	0-21	4,500	4,500	0	2,512	200	200	197	187
202	Daville, Pa*	M. C. Horine	8,346	0-21	4,500	4,500	0	1,624	75	160	160	160
203	Easton, Pa	William W. Cottingham	11,924	0-21	4,500	4,500	0	2,291	1,500	200	196	186
204	Erie, Pa*	H. S. Jones	27,787	0-21	4,500	4,500	0	4,244	400	200	200	200
205	Harrisburg, Pa	L. O. Foose	30,763	0-21	4,500	4,500	0	5,067	400	200	187	187
206	Lebanon, Pa	J. T. Nitrner	8,778	0-21	4,500	4,500	0	1,500	200	180	178	178
207	Meadville, Pa*	Samuel P. Bates	8,860	0-21	4,500	4,500	0	1,800	200	180	178	178
208	New Castle, Pa*	S. B. Donaldson	8,418	0-18	4,500	4,500	0	1,560	40	176	166	166
209	Norristown, Pa	Jos. K. Gotwals	13,063	0-21	4,500	4,500	0	2,318	400	200	201	201
210	Philadelphia, Pa	Henry W. Halliwell, secretary	847,170	6-	4,000	13,697	0	102,185	eg12,000	208	208	208
211	Pittsburgh, Pa	George J. Lackey	156,389	0-21	4,000	13,697	0	26,816	960	208	189	189
212	Reading, Pa	Joseph Roney	43,278	0-21	3,800	19,800	0	8,000	1,500	220	220	220
213	Scranton, Pa*	Samuel A. Baer	45,850	0-21	3,800	3,800	0	1,653	1,300	198	188	188
214	Shenandoah, Pa	W. E. Harpel	8,184	0-21	1,000	3,300	0	2,103	184	184	188	188
215	Shenandoah, Pa	G. W. Streeter	10,147	0-21	1,000	3,300	0	1,479	200	200	200	200
216	Tinsville, Pa	R. M. Streeter	0,046	0-21	850	4,850	0	3,432	1,300	168	165	165
217	Williamsport, Pa	S. Transau	18,934	0-21	150	2,693	0	2,419	260	178	178	178
218	York, Pa	W. H. Shelley	13,940	0-21	572	2,693	0	2,200	277	200	200	200
219	Lincoln, R. I*	James H. Lyon	13,765	5-15	572	3,419	113	69	42,144	785	200	196
220	Newport, R. I	Thomas H. Clarke	16,093	5-15	572	3,419	113	69	42,144	785	200	196
221	Pawtucket, R. I*	Andrew Jencks	19,030	5-15	572	3,292	113	69	2,995	150	200	200
222	Providence, R. I	Daniel Leach	104,857	5-15	572	19,819	113	69	14,194	8,599	200	192
223	Warwick, R. I	J. Torrey Smith	12,164	5-15	572	2,403	113	69	2,832	599	200	195
224	Woonsocket, R. I	E. E. Thomas	16,050	5-15	572	2,403	113	69	2,832	599	200	195
225	Charleston, S. C*	Rev. J. Mercier Green	49,984	0-16	572	12,727	0	7,284	7,284	187	190	190
226	Charleston, S. C*	H. D. Wyatt	12,892	0-21	572	8,224	0	2,334	350	180	158	158
227	Chattanooga, Tenn	Albert Knth	9,093	0-21	572	8,044	0	1,984	120	200	196	196
228	Memphis, Tenn	C. H. Collier	33,592	0-21	572	9,745	0	4,367	500	193	182	182
229	Nashville, Tenn	S. V. Caldwell	43,350	0-21	572	14,512	0	440	91,756	9360	9167	9167
230	Houston, Tex*	E. N. Clopper	16,513	8-14	572	2,746	0	1,584	1,000	205	200	200
231	San Antonio, Tex*	W. C. Rote	20,550	8-14	572	3,023	0	1,425	1,000	200	200	200
232	Burlington, Vt	H. O. Wheeler	11,365	5-20	572	1,249	0	2,395	490	184	180	180
233	Rutland, Vt	J. J. R. Randall	12,149	5-20	572	1,249	0	2,395	490	184	180	180
234	Alexandria, Va	Richard L. Carne	13,659	5-21	572	1,249	0	2,395	490	184	180	180

* For city and county.
 c Census of 1877.
 d In day schools only.
 e Estimated.

* From Report of the Commissioner of Education for 1880.
 a These statistics are for the Kingston school district only.
 b For the entire city.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
Danville, Va.*	George W. Dame	7,526	5-21	155	518	2,126	.....	.....	1,059	336	200	180
Lynchburg, Va.	E. C. Glass	15,959	5-21	337	1,371	4,907	0	108	1,872	500	200	194	
Norfolk, Va.*	R. L. Page	21,964	5-21	442	2,015	6,605	20	26	1,613	550	210	191	
Petersburg, Va.	Richard E. Hardaway	21,656	5-21	275	1,318	7,203	.....	.....	2,063	1,200	190	185
Portsmouth, Va.	J. F. Crocker	11,390	5-21	208	667	3,210	20	8	997	819	203	202	
Richmond, Va.*	J. H. Peay, Jr.	63,600	5-21	1,557	5,497	21,536	201	214	5,821	3,500	198	183	
Appleton, Wis.*	A. H. Conkey	8,005	4-20	.....	.....	2,897	.....	.....	1,638	345	178	178
Fond du Lac, Wis.*	C. A. Hutchins	13,094	4-20	164	530	2,384	80	61	2,321	590	200	200	
Janesville, Wis.	Robert W. Burton	9,013	4-20	.....	.....	5,482	.....	.....	1,482	175	180	176
La Crosse, Wis.	Albert Hardy	14,565	4-20	.....	.....	4,531	.....	.....	2,628	675	200	197
Madison, Wis.	Samuel Shaw	10,324	4-20	.....	.....	3,517	.....	.....	1,925	600	185	180
Milwaukee, Wis.	James MacAllister	115,587	4-20	.....	.....	40,096	.....	.....	17,635	9,500	200	200
Oshkosh, Wis.	George H. Read	15,748	4-20	.....	.....	6,150	.....	.....	2,143	1,000	200	200
Racine, Wis.	H. G. Winlow	16,031	4-20	.....	.....	6,296	.....	.....	2,388	954	200	200
Watertown, Wis.	C. F. Viebahn	7,883	4-20	.....	.....	3,462	.....	.....	1,084	800	200	196
Georgetown, D. C.*	.....	.....	.....	0	1,883	27,142	.....	203	16,407	5,481	199	190
Washington, D. C.*	J. Ormond Wilson	106,688	6-17	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.

a These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1881, &c. — Continued.

City.	Number of school buildings for —										Number of sittings for study in —						Number of teachers in —					
	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and paro- chial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1 Selma, Ala.*						2																
2 Little Rock, Ark.	4	3	2											1,750								
3 Los Angeles, Cal.	8	6				14					120			1,680			2	17	4	12	3	2
4 Oakland, Cal.	10	6	1			17					380			9,462				13	11	11	43	6
5 San Francisco, Cal.	51	16	3			70											10	362	23	221	12	20
6 Stockton, Cal.						8								1,954								
7 Denver, Colo. (9 of city)						7								3,000								
8 Leadville, Colo.						5					90			1,400								
9 Bridgeport, Conn.*	6	12				18								4,318			15	2	7		2	
10 Danbury, Conn.*																						
11 Derby, Conn.						9																
12 Greenwich, Conn.*						619																
13 Hartford, Conn.*						617																
14 Meriden, Conn.						13								2,644								
15 Middletown, Conn.																						
16 New Britain, Conn.						10																
17 New Haven, Conn.	16	12	1			20		38			500			9,350			18	118	9	14	2	2
18 New London, Conn.																						
19 Norwalk, Conn.						612								63,200								
20 Norwich, Conn.																						
21 Stamford, Conn.*																						
22 Waterbury, Conn.*						621																
23 Wilmington, Del.						19																
24 Key West, Fla.						6								5,864								
25 Atlanta, Ga.*						12								3,650								
26 Augusta, Ga.	8					8																
27 Columbus, Ga.						7											1	14	4	7		
28 Macon, Ga.						7																
29 Savannah, Ga.						7								3,200			28	5	18		3	2

From Report of the Commissioner of Education for 1880.

Used also for day schools.

In 1878.

Including Monroe County.

e Including Monroe County.

b In 1878.

a Used also for day schools.

* From Report of the Commissioner of Education for 1880.

STATISTICAL TABLES.

[illegible]

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Number of school buildings for —								Number of sittings for study in —								Number of teachers in —							
	Primary schools.				Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and paro- chial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Male.	Female.	Male.	Female.	Male.	Female.
1	18	7	1	1	1	27	8	35	2,849	2,285	412		235	5,781	500	6,281	57	7	42	3	6	34	35	
Springfield, Mass.	24	5	1	1	1	31	2	33	2,347	994	200		260	3,801	160	3,961	0	45	4	23	2	2	2	
Taunton, Mass.	15	6	1	0		12	1	13	1,176	1,176	110	0		2,238			0	16	0	24	2	2	2	
Waltham, Mass.	15	7	1	1		23	1	24	1,450	850	132			2,432	50	2,482	26	4	18	1	1	3	3	
Woburn, Mass.	6	32	1			39			5,619	4,112	562			10,233			0	106	12	85	5	7	7	
Worcester, Mass.	3	2	1			6	3	9	700	500	280			1,613			15							
Adrian, Mich.*	3	3	1			7			1,700	630	190			2,600			29			12	5	5	5	
Ann Arbor, Mich.						28								13,110			1	141	4	91	4	18	18	
Bay City, Mich.	(10)	1	0			11	3	14	1,909	856	200	0	110	8,075	375	3,450	0	34	(20)	16	2	3	3	
Detroit, Mich.	(6)	1				7	1	8	940	620	210			1,770			15	1	1	16	2	3	3	
East Saginaw, Mich.	(15)	1				16								4,834			2	56	4	35	4	4	4	
Flint, Mich.						7																		
Grand Rapids, Mich.						5																		
Muskegon, Mich.*						6			827	700	129			1,056			13		11	1	1	1	1	
Port Huron, Mich.	(5)	1				15								5,500										
Saginaw, Mich.						14			2,959	549	230			3,738			2	59	7	25	4	5	5	
St. Paul, Minn.	6	7	1			4	4	8						1,100	600	1,700	0	11	0	6	1	2	2	
Stillwater, Minn.*	(3)	1				4			950	860	108			1,918										
Winona, Minn.						2								1,200										
Vicksburg, Miss.	2	6				8								1,580										
Hannibal, Mo.						11			(1,590)					5,500			19	6	4					
Kansas City, Mo.																								

STATISTICAL TABLES.

[illegible]

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Number of school buildings for —								Number of sittings for study in —								Number of teachers in —					
	Number of school buildings for —								Number of sittings for study in —								Number of teachers in —					
	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Male.	Female.	Male.	Female.		
1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Hamilton, Ohio.....						5	7	12	1,450	550	100	0	0	2,100	1,200	3,300	4	19	9	4	0	1
Ironton, Ohio.....	2	3				5	2	7	1,400	420	65			1,600							1	1
Newark, Ohio.....	(6)					6			1,450	625	130	645	629	2,624	300	3,324	1	23	1	11	12	1
Portsmouth, Ohio.....	(5)					6			1,450	625	125			2,300			0	26	2	12	12	1
Sandusky, Ohio.....	8	1	1	0	0	10	4	14	2,100	520	150	0	0	2,773	780	3,553	2	23	1	12	0	1
Springfield, Ohio.....	(10)					6			2,306	600	280			3,186			2	50			3	1
Steubenville, Ohio.....						6			924	394	138			2,100	121	2,221	3	21	3	12	2	2
Tiffin, Ohio.....						5								1,450			18	1	7		1	1
Toledo, Ohio.....						23								7,000								
Zanesville, Ohio.....						17			1,350	850	190			2,390			1	29	2	16	2	4
Portland, Oreg.....	(3)	1				4								10,509								
Allegheny, Pa.....						21			1,600	1,210	130			3,200						12	1	1
Altoona, Pa.....						8			1,980	940	90			3,010			1	32	8	11	1	1
Altoona, Pa.....	(10)		1			11												9			11	1
Bradford, Pa.....						4			705	575	100			1,470	200	1,670	1	13	4	4	1	1
Carbondale, Pa.....						7																
Chester, Pa.....	6	2	1			0								2,100								
Danville, Pa.....						7								1,794								
Easton, Pa.....						9																
Erie, Pa.....						18																
Harrisburg, Pa.....	23					23			4,317	1,162	202			3,700			(30)	59	11	(65)	15	3
Lebanon, Pa.....						8	2	10						5,641			4	10	4		4	4

	(3)	1	4	1,544	356	110	2,010	10	1	6	1	2
Shenandoah, Pa.			4				1,632					
Shenandoah, Va.	18	11	25	1,720	1,020	145	8,485	2	28	12	19	1
Williamsport, Pa.			9				2,465					3
York, Pa.			12									
Lincoln, R. I.	6	3	1	1,344	672	165	2,241	25	8	11	3	2
Newport, R. I.			11				2,710					
Pawtucket, R. I.			18									
Providence, R. I.			49									
Warwick, R. I.			19									
Woonsocket, R. I.			14				2,145	26	3	5	2	1
Charleston, S. C.			5									
Chattanooga, Tenn.			7									
Knoxville, Tenn.	2	2	1	922	348	271	1,541	120	1,761	0	9	3
Memphis, Tenn.			5				3,780				11	2
Nashville, Tenn.	2	2	10	4,250	1,400	300	5,950	2	58	10	20	3
Houston, Tex.	5	7	13				1,147	7,450				4
San Antonio, Tex.			214				1,100					
Burlington, Vt.			5									
Rutland, Vt.												
Alexandria, Va.	3	1	4	800	350		1,150	2	9	3	5	
Danville, Va.			2				1,500					
Lynchburg, Va.			5				1,330					
Norfolk, Va.			7				1,320		18	3	6	4
Petersburg, Va.	5	1	6	720			1,808	0	17	2	7	2
Portsmouth, Va.			3									
Richmond, Va.	(10)	2	12	4,050	1,400	390	5,840	3,500	9,340	215		15
Appleton, Wis.			8				1,800					
Fond du Lac, Wis.	15	1	17	1,804	716	280	2,800	3	27	2	9	3
Janesville, Wis.	6	3	10	1,285	400	130	1,815		24		8	1
La Crosse, Wis.	7	5	13				2,200					3
Madison, Wis.			9				3,490					
Milwaukee, Wis.	(24)	1	26	11,582	2,776	825	16,208	14	151	23	45	0
Oshkosh, Wis.	(8)	1	9				2,500					3
Racine, Wis.	(8)	1	8	1,670	1,130	200	3,000					
Watertown, Wis.			9	700	300	100	1,100					
Georgetown, D. C.			6									
Washington, D. C.			0	8,594	5,517	262	14,393	0	161	15	93	3
			55									4

* From Report of Commissioner of Education for 1890.

^a For colored school.

^b In the Orphans' Home.

^c In primary and grammar schools.

^d 2240 seats used for day schools also are not here in-

cluded.

^e In 1879.

^f Estimated.

^g Used also for day schools.

^h These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Number of teachers in —						Number of scholars in —					
	City normal schools.		Evening schools.		All public schools.		Primary schools.		Grammar schools.		High schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
1 Schma, Ala*	36	37	38	39	40	41	42	43	44	45	46	47
2 Little Rock, Ark.					2	12					48	49
3 Los Angeles, Cal.					7	27					50	51
4 Oakland, Cal.					4	30					52	53
5 San Francisco, Cal.					8123	6123					54	55
6 Stockton, Cal.					673	6646					56	57
7 Denver, Colo. (3 of city)					58	26					58	59
8 Leadville, Colo.					5	63					60	61
9 Bridgeport, Conn*					4	22					62	63
10 Danbury, Conn*					5	86					64	65
11 Derby, Conn.					4	40					66	67
12 Greenwich, Conn*					4	37					68	69
13 Hartford, Conn*					5	24					70	71
14 Meriden, Conn.					19	121					72	73
15 Middletown, Conn.					8	41					74	75
16 New Britain, Conn.					26	41					76	77
17 New Haven, Conn.					2	34					78	79
18 New London, Conn.					13	235					80	81
19 Norwalk, Conn.					3	33					82	83
20 Norwich, Conn.					8	34					84	85
21 Stamford, Conn*					115	483					86	87
22 Wethersfield, Conn.					8	40					88	89
23 Worcester, Mass.					4	40					90	91
24 Yonkers, N. Y.					4	40					92	93
25 Albany, N. Y.					4	40					94	95
26 Buffalo, N. Y.					4	40					96	97
27 Canton, N. Y.					4	40					98	99
28 Cohoes, N. Y.					4	40					100	101
29 Essex, N. Y.					4	40					102	103
30 Herkimer, N. Y.					4	40					104	105
31 Hudson, N. Y.					4	40					106	107
32 Kingston, N. Y.					4	40					108	109
33 Lewiston, N. Y.					4	40					110	111
34 Lyons, N. Y.					4	40					112	113
35 Malone, N. Y.					4	40					114	115
36 Oriskany, N. Y.					4	40					116	117
37 Poughkeepsie, N. Y.					4	40					118	119
38 Rensselaer, N. Y.					4	40					120	121
39 Saratoga, N. Y.					4	40					122	123
40 Schoharie, N. Y.					4	40					124	125
41 Schoonhoven, N. Y.					4	40					126	127
42 Shelburne, N. Y.					4	40					128	129
43 Troy, N. Y.					4	40					130	131
44 Watkins, N. Y.					4	40					132	133
45 West Coxsack, N. Y.					4	40					134	135
46 Westerlo, N. Y.					4	40					136	137
47 Windsor, N. Y.					4	40					138	139
48 Yonkers, N. Y.					4	40					140	141
49 Albany, N. Y.					4	40					142	143
50 Albany, N. Y.					4	40					144	145
51 Albany, N. Y.					4	40					146	147
52 Albany, N. Y.					4	40					148	149
53 Albany, N. Y.					4	40					150	151
54 Albany, N. Y.					4	40					152	153
55 Albany, N. Y.					4	40					154	155
56 Albany, N. Y.					4	40					156	157
57 Albany, N. Y.					4	40					158	159
58 Albany, N. Y.					4	40					160	161
59 Albany, N. Y.					4	40					162	163
60 Albany, N. Y.					4	40					164	165
61 Albany, N. Y.					4	40					166	167
62 Albany, N. Y.					4	40					168	169
63 Albany, N. Y.					4	40					170	171
64 Albany, N. Y.					4	40					172	173
65 Albany, N. Y.					4	40					174	175
66 Albany, N. Y.					4	40					176	177
67 Albany, N. Y.					4	40					178	179
68 Albany, N. Y.					4	40					180	181
69 Albany, N. Y.					4	40					182	183
70 Albany, N. Y.					4	40					184	185
71 Albany, N. Y.					4	40					186	187
72 Albany, N. Y.					4	40					188	189
73 Albany, N. Y.					4	40					190	191
74 Albany, N. Y.					4	40					192	193
75 Albany, N. Y.					4	40					194	195
76 Albany, N. Y.					4	40					196	197
77 Albany, N. Y.					4	40					198	199
78 Albany, N. Y.					4	40					200	201
79 Albany, N. Y.					4	40					202	203
80 Albany, N. Y.					4	40					204	205
81 Albany, N. Y.					4	40					206	207
82 Albany, N. Y.					4	40					208	209
83 Albany, N. Y.					4	40					210	211
84 Albany, N. Y.					4	40					212	213
85 Albany, N. Y.					4	40					214	215
86 Albany, N. Y.					4	40					216	217
87 Albany, N. Y.					4	40					218	219
88 Albany, N. Y.					4	40					220	221
89 Albany, N. Y.					4	40					222	223
90 Albany, N. Y.					4	40					224	225
91 Albany, N. Y.					4	40					226	227
92 Albany, N. Y.					4	40					228	229
93 Albany, N. Y.					4	40					230	231
94 Albany, N. Y.					4	40					232	233
95 Albany, N. Y.					4	40					234	235
96 Albany, N. Y.					4	40					236	237
97 Albany, N. Y.					4	40					238	239
98 Albany, N. Y.					4	40					240	241
99 Albany, N. Y.					4	40					242	243
100 Albany, N. Y.					4	40					244	245

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Number of teachers in —						Number of scholars in —															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55		
Biddeford, Me					10	32													1,891		1,335	
Lewiston, Me.					3	66													2,919		2,082	
Portland, Me.*					23	118			4,702	2,834	1,607	1,131	468	362					6,797		4,347	
Rochland, Me.					3	27													1,448		1,130	
Baltimore, Md					84	740													47,048		39,424	
Boston, Mass	51	52	549	566	561	578			522,806	518,923	526,433	523,221	521,859	51,733	5670	560	562,153	561,701	554,323	548,647		
Brookton, Mass					6	37													2,444		1,792	
Brookline, Mass					3	30													1,503		997	
Cambridge, Mass*					14	168			4,110	2,990	3,361	3,205	485	411	11	8			8,537		6,614	
Chelsea, Mass					4	66													4,443		2,947	
Chicopee, Mass					3	26			984	538	388	228	91	60					1,403		824	
Clinton, Mass					2	27													1,550		1,124	
Fall River, Mass.					(193)														9,393		5,845	
Fitchburg, Mass.	0	0	1	1	8	46			1,080	890	1,275	975	371	261					9,393		5,845	
Gloucester, Mass*					3	86			2,040	1,562	1,640	1,477	220	163					4,198		3,032	
Haverhill, Mass*					13	80			2,901	1,722	1,923	1,182	150	145					4,198		3,032	
Holyoke, Mass*	0	0	11	12	18	66			2,341	1,180	1,005	526	116	94					4,068		2,056	
Lawrence, Mass					6	102													5,701		4,066	
Lowell, Mass*					13	148													5,701		4,066	
Lynn, Mass					(121)														45,916		4,820	
Malden, Mass*					2	52			1,035	1,053	1,126	730	178	107					45,916		4,820	
					1	1													2,924		1,993	

104	Quincy, Mass.	10	54	15	130	3,128	1,500	1,078	154	325										2,097
105	Southwick, Mass.	8	88	113	80	3,128	2,208	1,289	342	315										5,271
106	Springfield, Mass.	3	7	12	5	89	2,208	1,289	372	129										6,453
107	Taunton, Mass.	8	0	44	6	55	1,763	1,080	381	149										2,064
108	Walham, Mass.	0	0	3	5	55														1,053
109	Woburn, Mass.	5	47	1	53															1,774
110	Worcester, Mass.	12	8	29	206	6,249	4,516	4,628	570	355										11,801
111	Adrian, Mich.	3	26	3	32	885	681	545	431	315										1,383
112	Ann Arbor, Mich.	5	32	115	2	46	1,277	670	405	773										1,000
113	Bay City, Mich.	4	129	8	18	411,484	7,604	3,222	173	121										1,003
114	Detroit, Mich.	4,7	250	5	67	2,067	1,546	746	184	151										16,627
115	East Saginaw, Mich.	3	34	3	96	1,102	863	2,034	202	300										8,314
116	Flint, Mich.	3	34	3	96	1,102	863	2,034	202	300										2,501
117	Grand Rapids, Mich.	6	1	119	96	3,065	2,034	1,778	1,315	410										2,166
118	Grand Rapids, Mich.	6	1	119	96	3,065	2,034	1,778	1,315	410										2,166
119	Grand Rapids, Mich.	6	1	119	96	3,065	2,034	1,778	1,315	410										2,166
120	Grand Rapids, Mich.	6	1	119	96	3,065	2,034	1,778	1,315	410										2,166
121	Fort Huron, Mich.	1	23	30	30	1,245	873	444	317	116										1,836
122	Saginaw, Mich.	4	30	30	30	1,245	873	444	317	116										1,836
123	Minneapolis, Minn.	4	129	8	18	3,967	3,167	185	178	186										6,720
124	St. Paul, Minn.	13	88	8	28	3,967	3,167	185	178	186										4,475
125	Stillwater, Minn.	1	19	8	28	3,967	3,167	185	178	186										3,515
126	Winona, Minn.	1	33	1	33															1,100
127	Vicksburg, Miss.	1	20	21	20															1,702
128	Hannibal, Mo.	6	23	7	23															1,385
129	Kansas City, Mo.	9	73	8	73															1,180
130	St. Joseph, Mo.	11	56	56	56	3,073	2,040	886	655	163										812
131	St. Louis, Mo.	127	890	41	702	27,403	8,817	6,092	928	701										1,337
132	St. Louis, Mo.	127	890	41	702	27,403	8,817	6,092	928	701										8,020
133	St. Louis, Mo.	127	890	41	702	27,403	8,817	6,092	928	701										4,500
134	Lincoln, Neb.																			

* From Report of the Commissioner of Education for 1880. e Evening and special schools.

a In Portland School for the Deaf.

b From semiannual returns to June, 1881.

Includes special teachers

d Average number belonging.

Evening and special schools.

These are in union schools.

For the first term of the school year, ending

These statistics are from a return for 1880.

✓ Average number for eighty nights.

* Includes some duplicate enrolments

Exclusive of Gold Hill, a separate district.

In ungraded schools.

Exclusive of average attendance in evening schools.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Number of teachers in —						Number of scholars in —															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	
1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55		
228	Memphis, Tenn																					
229	Nashville, Tenn																					
230	Houston, Tex.*																					
231	San Antonio, Tex.*																					
232	Burlington, Vt.																					
233	Rutland, Vt.*																					
234	Alexandria, Va.																					
235	Danville, Va.*																					
236	Lynchburg, Va.																					
237	Norfolk, Va.*																					
238	Petersburg, Va.																					
239	Portsmouth, Va.																					
240	Richmond, Va.*																					
241	Appleton, Wis.*																					
242	Fond du Lac, Wis.*																					
243	Janeville, Wis.																					
244	La Crosse, Wis.																					
245	Madison, Wis.																					
246	Milwaukee, Wis.																					
247	Oshkosh, Wis.																					
248	Racine, Wis.																					
249	Watertown, Wis.																					
250	Georgetown, D. C. d.																					
251	Washington, D. C. d.																					

* From Report of the Commissioner of Education for 1880.

a In 1879.

b Estimated.

c Includes special teachers.

d These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —						Average annual salaries of —							
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Columbus, Ga.					48	38					\$1,800		\$203	\$318	\$870	\$540	\$360	\$475
Macon, Ga.										34	1,800			\$340	\$675			\$360
Savannah, Ga.											2,520			600	1,400	900	650	
Belleville, Ill.										48	1,500	\$450	750	513				
Chicago, Ill.					60	50	40				4,000	3,000		1,050	1,680	1,496		745
Danville, Ill.										37	1,200		450		540		405	360
Elgin, Ill.	628		2,028		38	55	22				1,100			360		450		
Freeport, Ill.											1,600			380	600	400		400
Galesburg, Ill.										41			(450)		700	700		450
Jacksonville, Ill.										45	1,500			511		600		645
Joliet, Ill.	6600	5500	2,623	2,352	48	26	22	0	0		1,500			390		488		
Moline, Ill.	260		1,705							44	1,400				\$1,000	\$700		\$440
Ottawa, Ill.	273		1,870							38	\$1,200		(500)		800	800	\$500	
Peoria, Ill.	1,580		6,495		57	38	32			41	2,000			576	1,200	850		463
Quincy, Ill.	41										1,400						\$1,200	\$320
Rockford, Ill.					43	34	24				1,200			60		\$1,000	\$1,000	\$200
Rock Island, Ill.											1,800							\$260
Springfield, Ill.										44	1,500			\$640				\$220
Franklin, Ind.														320	1,100	900		350
Fort Wayne, Ind.	3,000	2,200	6,472	4,962	41	25	26			35	2,500			413	\$1,400		\$1,200	998
Indianapolis, Ind.					(41)		37	9			\$3,000	\$2,000		\$1,400	\$1,100	\$1,100	\$800	\$600
Lafayette, Ind.										32	1,900		500	500	1,000	500	500	\$500
Logansport, Ind.					42	38	19			31	1,500			377	550	550	\$200	\$200
Madison, Ind.										39	1,000		\$750	625	\$750	625	\$450	390
Richmond, Ind.	50																	
South Bend, Ind.	51													360	461	401		480
Terre Haute, Ind.	52									37	1,400		300	360	702	731	575	480
Vincennes, Ind.	53									45	2,500		385	409	680	680	645	645

[illegible]

^fThese are minimum salaries.

These statistics are from a return for 1880.

Salary of directors.

Salary of supervisors.

Monthly salaries.
Maximum salary of superintendent of primary schools.

Maximum salary of principals of primary and grammar schools.

schools.

*From Report of the Commissioner of Education for 1880.

These are maximum salaries.

b Estimated.

32	Kansas City, Mo.	39	40	39	38	37	36	35	52	2,400				a300	800	a350
33	St. Joseph, Mo.	40	41	40	39	38	37	36	43	2,500				800	900	500
34	St. Louis, Mo.	41	42	41	40	39	38	37	45	3,000				1,000	500	500
35	Bedalia, Mo.	42	43	42	41	40	39	38		1,300				600	350	445
36	Lincoln, Neb.	43								a1,000	a540			a400		
37	Omaha, Neb.	44								2,400				1,200	1,000	b70
38	Virginia City, Nev.*	45								2,400				b68	b115	b115
39	Dover, N. H.	46	31	30	30	29	28	27	48	1,500				b66	800	396
40	Manchester, N. H.*	47	32	31	30	29	28	27	33	1,500				333	800	400
41	Nashua, N. H.	48	33	32	31	30	29	28	9	1,000				400	1,250	450
42	Portsmouth, N. H.	49	34	33	32	31	30	29		1,000				a390	a1,350	a400
43	Camden, N. J.	50												a325	a1,000	a425
44	Elizabeth, N. J.	51								1,000				500	800	500
45	Jersey City, N. J.*	52	35	34	33	32	31	30	a44	1,450				1,200	500	500
46	Newark, N. J.	53								2,100				1,500	500	445
47	New Brunswick, N. J.	54								2,250				a1,700	820	445
48	Orange, N. J.	55	35	34	33	32	31	30	43	72,500				9588	91,000	a380
49	Paterson, N. J.*	56	36	35	34	33	32	31	82	42,300				700	g500	a387
50	Plainfield, N. J.	57	37	36	35	34	33	32	17	2,000				600	1,037	525
51	Trenton, N. J.*	58	38	37	36	35	34	33	31	2,000				475		497
52	Albany, N. Y.	59	39	38	37	36	35	34		500				600	1,000	550
53	Albany, N. Y.	60	40	39	38	37	36	35	43	2,500				600	1,000	450
54	Binghamton, N. Y.	61	41	40	39	38	37	36	34	1,800				605	1,630	475
55	Brooklyn, N. Y.	62	42	41	40	39	38	37	35	1,500				643	407	407
56	Buffalo, N. Y.*	63	43	42	41	40	39	38	35	1,500				456	1,000	441
57	Cohoes, N. Y.*	64	44	43	42	41	40	39	41	5,000	44,000			a482	a2,700	a1,000
58	Cuba, N. Y.	65	45	44	43	42	41	40	33	2,500	1,200			683	1,431	800
59	Elmira, N. Y.	66	46	45	44	43	42	41	20	1,800				400	1,450	558
60	Hornellsville, N. Y.*	67	47	46	45	44	43	42	33	1,800				400	1,450	563
61	Hudson, N. Y.	68	48	47	46	45	44	43	33	1,800				325	500	350
62	Ithaca, N. Y.	69	49	48	47	46	45	44	43	1,800				483	700	420
63	Kingston, N. Y.*	70	50	49	48	47	46	45	39	1,000				400	400	400
64	Lockport, N. Y.*	71	51	50	49	48	47	46	39	1,000				600	900	411
65	Long Island City, N. Y.	72	52	51	50	49	48	47								
66	Newburgh, N. Y.	73	53	52	51	50	49	48	38	1,500	4,038			600	1,200	483
67	New York, N. Y.	74	54	53	52	51	50	49	38	6,500				1,350	2,635	800
68	Orleansburg, N. Y.*	75	55	54	53	52	51	50	40	1,200				350	550	350
69	Oswego, N. Y.	76	56	55	54	53	52	51	40	1,300				430	479	371
70	Plattsburgh, N. Y.	77	57	56	55	54	53	52	40	1,300				325	300	300
71	Poughkeepsie, N. Y.	78	58	57	56	55	54	53	40	1,300				375	467	375
72	Rochester, N. Y.	79	59	58	57	56	55	54	45	1,800				600	800	350
73	Roma, N. Y.	80	60	59	58	57	56	55	45	1,200				1,350	600	350
74	Saratoga Springs, N. Y.	81	61	60	59	58	57	56		1,300				400	750	400
75	Schenectady, N. Y.*	82	62	61	60	59	58	57		1,800				650	1,200	409
76	Troy, N. Y.	83	63	62	61	60	59	58	39	a2,100				a1,350	a750	a425
77	Utica, N. Y.	84	64	63	62	61	60	59	40	2,300				403	1,800	475
78		85	65	64	63	62	61	60								

* From Report of Commissioner of Education for 1890.
 † These are maximum salaries.
 ‡ Monthly salaries.
 § Also county superintendent.
 ¶ Exclusive of Gold Hill, a separate district.
 † Salary of associate superintendent.
 ‡ The maximum salary of male and female principals in primary schools is \$1,500.
 § These statistics are for the Kingston school district only.
 ¶ In unclassified school.

204	Pa.	42	3,000	850	650	410
205	Harrisburg, Pa.	36	a1,300	398	529	a355
206	Lebanon, Pa.	40	1,500	238	386	383
207	Meadville, Pa.	43	1,200	263	500	(a35)
208	New Castle, Pa.	43	1,400	700	925	(470)
209	Norristown, Pa.	43	1,500	320	500	360
210	Philadelphia, Pa.	25	1,800	350	500	400
211	Pittsburgh, Pa.	35	1,800	278	346	315
212	Reading, Pa.	41	a1,500	a450	c35	c33
213	Scranton, Pa.	41	a1,750	a344	600	a650
214	Shamokin, Pa.	35	a1,200	a324	a450	(360)
215	Shenandoah, Pa.	13	2,000	414	1,200	571
216	Titusville, Pa.	41	1,500	a325	a1,900	a700
217	Williamsport, Pa.	38	200	(c24)	1,050	c36
218	York, Pa.	50	1,500	1,200	400	450
219	Lincoln, R. I.	0	1,500	c38	(a2100)	(a260)
220	Newport, R. I.	38	1,200	600	c45	c40
221	Pawtucket, R. I.	42	2,100	550	1,000	550
222	Providence, R. I.	38	a1,500	a650	...	a600
223	Warwick, R. I.	48	350	...	...	...
224	Woonsocket, R. I.	48	100	...	...	...
225	Charleston, S. C.	48	1,120	...	...	...
226	Charleston, Tenn.	43	1,080	...	...	...
227	Knoxville, Tenn.	41	1,080	...	...	...
228	Memphis, Tenn.	41	720	...	...	...
229	Nashville, Tenn.	34	500	...	...	...
230	Houston, Tex.	34	1,500	...	...	...
231	San Antonio, Tex.	48	350	...	...	...
232	Burlington, Vt.	48	100	...	...	...
233	Portland, Vt.	43	1,080	...	...	...
234	Alexandria, Va.	41	1,455	...	...	...
235	Danville, Va.	34	500	...	...	...
236	Lynchburg, Va.	34	1,500	...	...	...
237	Norfolk, Va.	47	2,000	...	...	...
238	Petersburg, Va.	24	800	...	...	...
239	Portsmouth, Va.	24	800	...	...	...
240	Richmond, Va.	24	800	...	...	...
241	Appleton, Wis.	24	800	...	...	...
242	Fond du Lac, Wis.	24	800	...	...	...
243	Janesville, Wis.	24	800	...	...	...
244	La Crosse, Wis.	24	800	...	...	...
245	Madison, Wis.	24	800	...	...	...
246	Milwaukee, Wis.	24	800	...	...	...
247	Oshkosh, Wis.	24	800	...	...	...

* From Report of the Commissioner of Education for 1890.

a These are maximum salaries.

b Salary of male assistants; salary of female assistant, \$1,350.

c Monthly salaries.

d In colored school.

e In the Orphans' Home.

f Estimated.

g The superintendent is also principal of the high school.

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1891, &c. — Continued.*

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —							Average annual salaries of —						
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Racine, Wis.	854	885	2,343	2,440						34	\$1,250			\$350	\$920	\$650		\$350
Watertown, Wis.	820		1,904								\$1,000			330	650	450		350
Georgetown, D. C. b											2,430	\$1,650		613	935	745		380
Washington, D. C. b					50	43	27		0	46								

^a The superintendent is also principal of the high school.^b These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Average annual salaries of—										Estimated real value of property used for school purposes.					
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.		Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Musio.	Drawing.						Penmanship.
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
1 Selma, Ala. ^a	\$1,035		\$938	\$619							\$540	\$2,000	\$7,500	(92,750)	\$300	\$10,250
2 Little Rock, Ark.		\$1,000	1,000	1,000						\$800		\$2,000	71,000	\$5,800		78,800
3 Los Angeles, Cal.	2,700		1,800	1,200			\$840			1,800		22,000	35,000	6,000	1,500	64,500
4 Oakland, Cal.		\$259	\$163	\$126			\$50			\$135		120,225	200,500	(85,100)		364,825
5 San Francisco, Cal.	3,000		1,700				\$50			\$135		1,930,000	975,000	195,000	25,000	3,125,000
6 Stockton, Cal.	2,000		1,000							1,100						173,557
7 Denver, Colo. (4 of city)	2,000		720									20,000	90,000	3,500	50	113,550
8 Leadville, Colo.	810			750								57,400	85,800	12,575	8,175	163,850
9 Bridgeport, Conn. ^a	1,800															100,000
10 Danbury, Conn.																
11 Derby, Conn.																
12 Greenwich, Conn. ^a																
13 Hartford, Conn. ^a																
14 Meriden, Conn.												28,965	129,739	15,055		173,759
15 Middletown, Conn.										(1,080)						
16 New Britain, Conn.	1,800		585													
17 New Haven, Conn.	\$2,500		1,725	600			500			\$2,000						601,900
18 New London, Conn.																
19 Norwalk, Conn.																
20 Norwich, Conn.																
21 Stamford, Conn. ^a																
22 Waterbury, Conn. ^a																
23 Wilmington, Del.	1,800	1,000		605								(286,000)	10,000	1,000	(18,000)	263,000
24 Key West, Fla. ^d												1,500				12,500
25 Atlanta, Ga. ^a	(\$1,092)		(6850)									8,000	16,500	1,250	400	175,000
26 Augusta, Ga.	\$100	\$85										10,000	20,500	8,200	1,500	26,150
27 Columbus, Ga.												10,000				35,200

^d Including Monroe County.

^b For teacher of book-keeping.

^c These are maximum salaries.

^a From Report of the Commissioner of Education for 1880.

^e Monthly salaries.

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Average annual salaries of —								Estimated real value of property used for school purposes.							
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Buildings.	Furniture.	Apparatus.	Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
Macon, Ga.	\$1,350		\$1,200	\$540								\$10,000	\$30,000	\$3,000		\$43,000
Savannah, Ga.	1,800			750								45,000	75,000	10,000	\$300	130,300
Belleville, Ill.	30											20,000	45,000	6,000		71,000
Chicago, Ill.	2,150		1,465	1,041								962,571	1,697,000	98,825	5,000	2,768,396
Danville, Ill.	1,000			485								7,850	57,500	4,000	350	69,700
Elgin, Ill.	800			500								18,000	10,000	130	100	28,230
Freeport, Ill.	800			600								10,000	65,000	5,000	500	80,500
Galesburg, Ill.		\$650	\$600	\$475								10,000	120,000	6,000	200	136,200
Jacksonville, Ill.	1,000		700	600								18,900	131,000	10,000	800	160,700
Joliet, Ill.	800			575								10,000	47,000	5,000	500	62,500
Moline, Ill.												12,000	85,000	1,500	700	99,200
Ottawa, Ill.	1,800		\$800	\$700			\$8105					38,100	146,800	15,000	1,500	201,200
Peoria, Ill.	1,500		\$1,000	\$750			\$440					75,000	125,000	9,500	1,200	210,700
Quincy, Ill.	1,450		950	683								30,000	65,000	2,000		127,000
Rockford, Ill.	1,200											40,000	150,000	6,800	800	197,500
Rock Island, Ill.	1,050			\$280								57,050	145,000	18,100	65,000	225,150
Springfield, Ill.	\$1,450		1,000	720								828,587	528,320	60,220	1,000	919,137
Evansville, Ind.	\$1,400		\$900	750								40,000	110,000	15,000	3,000	168,000
Fort Wayne, Ind.	\$1,800			\$750								28,800	111,500	5,550	500	145,850
Indianapolis, Ind.	1,500		\$850	\$750								14,000	60,000	6,000	500	80,500
La Fayette, Ind.			1,000	1,000								60,000	60,350	10,000	1,000	131,350
Logansport, Ind.	\$850			550								21,500	71,000	5,000		97,500
Madison, Ind.	850			550								18,500	115,500	6,000	1,540	141,500
Richmond, Ind.												60,000	60,350	10,000	1,000	131,350
South Bend, Ind.	1,000		400	475								21,500	71,000	5,000	500	98,000
Terre Haute, Ind.	1,400		725	719								18,500	115,500	6,000	1,540	141,500
Vincennes, Ind.		700		550								21,500	71,000	5,000	500	98,000
Cedar Rapids, Iowa		900		600								18,500	115,500	6,000	1,540	141,500
Clinton, Iowa		\$70		\$280								60,000	60,350	10,000	1,000	131,350
Council Bluffs, Iowa		1,200	750	550								21,500	71,000	5,000	500	98,000

38	Davenport, Iowa,	a1, 500				900	a1, 050	140			a800	a800		26, 000	200, 000	64, 000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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* From Report of the Commissioner of Education for 1880.

Apparatus and Library.

These statistics are from a return for 1880.

These statistics are from a return for 1880.

These statistics are from a return for 1880.

These statistics are from a return for 1880.

These statistics are from a return for 1880.

b For teacher of German.

b For teacher of German.

^b For teacher of German.

b For teacher of German.

b For teacher of German.

b For teacher of German.

	In 1879.	\$25 a week; in the elemen
b For teacher of German.		

b For teacher of German.

For teacher of German. In 1879. \$25 a week, in the elementary evening schools the

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Average annual salaries of—										Estimated real value of property used for school purposes.					
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.		Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Musical.	Drawing.						Penmanship.
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
103 Northampton, Mass.*	\$21,600		\$2,700	\$2,440					\$21,000			\$13,500	\$76,500	\$5,000	\$1,000	\$98,000
104 Peabody, Mass.	\$1,400															
105 Pittsfield, Mass.	\$1,600			466					600			13,400	57,900	6,000	1,000	78,300
106 Quincy, Mass.	\$1,400															511,000
107 Somerville, Mass.	\$2,200		\$1,500	880					\$1,000		\$800		(549,000)		3,500	553,500
108 Springfield, Mass.	2,600		1,700	720					1,000			20,000	180,000	19,000	1,000	220,000
109 Taunton, Mass.	1,700		1,200	650					900			50,000	140,000	6,000	1,000	196,800
110 Waltham, Mass.*	1,600		1,000	725					\$250				(200,000)		2,500	202,500
111 Woburn, Mass.	\$1,800			550					\$500			227,947	615,600	44,920	9,535	868,292
112 Worcester, Mass.	2,700		1,150	793					1,500							108,500
113 Adrian, Mich.*																140,500
114 Ann Arbor, Mich.	1,800		900	460						300		30,000	100,000	9,000	1,500	140,500
115 Bay City, Mich.				450		\$2,550			\$1,200	500		85,000	85,000	20,000	6,000	146,000
116 Detroit, Mich.	\$2,000		\$1,200	\$2,75					\$1,200	\$21,000		(778,892)	23,097	10,000	2,000	831,489
117 East Saginaw, Mich.	1,500		650	667		700			400	420		35,000	140,000	23,000	2,000	200,000
118 Flint, Mich.	900		515	615					400	500		18,200	121,800	3,500	4,000	144,000
119 Grand Rapids, Mich.	2,000		\$1,000	769					1,000	(1,000)	550	(362,000)		20,000	4,000	386,000
120 Muskegon, Mich.*	900		600	550												81,800
121 Port Huron, Mich.			680						\$200	280	380	10,000	85,000	4,500	2,000	80,000
122 Saginaw, Mich.	900			520					\$500							100,000
123 St. Paul, Minn.	\$1,800			775					\$1,200	(21,350)		(384,919)	85,000	14,000	1,000	412,104
124 Stillwater, Minn.*	\$1,600		1,000	825					\$1,200			15,000	80,000	5,000	500	100,500
125 Winona, Minn.				650					\$400	400		10,000	105,000	5,000	200	180,200
126 Victorburg, Miss.	1,000		700									1,000	10,000	1,500	150	12,550
127 Hattiesburg, Miss.												7,500	26,000	4,900	300	38,700
128 Kansas City, Mo.	\$2,140			\$2,140												300,000
129 St. Joseph, Mo.	1,800		875	900					\$250	1,200		28,280	18,000	18,000	2,000	123,280
130 St. Louis, Mo.	2,500		1,550	1,100			190	180	1,350	700	1,065	777,777	(3,075,535)	5,000	1,200	3,533,513
131 Sedalia, Mo.			1,600						280			18,000	50,000	5,000	1,200	74,200

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Average annual salaries of—								Estimated real value of property used for school purposes.							
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
177 Akron, Ohio.....	\$81,200	\$1,000		\$8700					\$8500	(as \$800)	\$800	\$70,000	\$130,080	\$7,500	\$700	\$208,200
178 Canton, Ohio.....		\$1,100		625					700		\$450	10,000	110,000	50,000	400	\$152,200
179 Chillicothe, Ohio.....				784					1,500	\$1,190	\$1,333					170,400
180 Cincinnati, Ohio.....	2,600		\$1,821	1,126	\$2,200				1,850	1,850	\$750					2,000,000
181 Cleveland, Ohio.....	2,200		1,288		\$2,100				1,500	1,500						\$1,682,035
182 Columbus, Ohio.....	2,200		1,167	790					1,500	1,500	\$750					71,718,884
183 Dayton, Ohio.....	1,900		1,285	1,110		\$1,400	640	\$840	1,200	(1,200)		197,500	492,184	28,700	2,000	360,000
184 Fremont, Ohio.....		\$700	\$800	700					\$500			97,500	223,800	27,000	11,700	360,000
185 Hamilton, Ohio.....		900		700					850			10,000	40,000	3,000	1,000	54,000
186 Newark, Ohio.....				522								10,000	100,000	14,800	2,000	125,000
187 Portsmouth, Ohio.....	1,000		900	600					(900)	\$700		18,000	75,000	8,800	500	89,200
188 Sandusky, Ohio.....		1,000		533					1,000			11,200	75,000	8,800	350	93,350
189 Springfield, Ohio.....	\$1,200		900									35,000	120,000	12,000	3,000	\$180,000
190 Steubenville, Ohio.....	1,400		650	550					800	800	1,000	28,670	81,850	8,199	1,000	170,000
191 Tiffin, Ohio.....			700	475			627		300			17,500	100,500	8,500	1,500	119,819
192 Toledo, Ohio.....	(\$1,200)			\$800								15,000	20,000	5,000		40,000
193 Zanesville, Ohio.....	\$1,000			\$800					\$800			100,000	480,000	15,000	1,000	586,000
194 Portland, Ore.....	1,750	1,750	950	950					\$800	1,100		70,000	90,000	10,000	600	200,000
195 Allegheny, Pa.....									900							170,000
196 Allegheny, Pa.....	\$268	\$245														927,855
197 Allentown, Pa.....	648			450								29,545	67,265	4,500	250	101,820
198 Allentown, Pa.....		850		600								7,000	18,000	2,000	200	27,200
199 Bradford, Pa.....				315			618					5,700	18,000	3,000	500	27,200
200 Carbonado, Pa.....	756			600												110,000
201 Chester, Pa.....		750		600												70,000
202 Danville, Pa.....	\$285			\$240												210,300
203 Danville, Pa.....									350	380						262,300
204 Erie, Pa.....	\$1,450	900	750	600								2,500	\$71,750	21,431	2,000	\$98,241
205 Erie, Pa.....	\$900	\$800	630	523					\$500			24,850	48,000	5,400	1,000	78,250
206 Lebanon, Pa.....	744															76,250

307	Meadville, Pa.*	900	500	300	225	600	20,000	100,000	12,000	4,000	136,000
308	New Castle, Pa.	1,400	400	300	225	600	60,000	90,000	14,000	700	45,000
309	Neritown, Pa.	2,400	400	300	225	600	60,000	90,000	14,000	700	164,700
310	Philadelphia, Pa.	1,713	400	300	225	600	60,000	90,000	14,000	700	6,003,084
311	Pittsburgh, Pa.	1,400	650	600	600	600	50,000	200,000	19,400	2,500	1,900,000
312	Reading, Pa.	1,000	500	600	600	600	15,000	20,000	4,700	3,000	281,600
313	Soranton, Pa.*	1,000	500	600	600	600	15,000	20,000	4,700	3,000	300,000
314	Shamokin, Pa.*	425	650	600	600	600	7,000	48,302	5,000	700	40,000
315	Shenandoah, Pa.	688	600	600	600	600	80,500	98,500	11,000	2,250	61,000
316	Tinnsville, Pa.	720	600	600	600	600	80,500	98,500	11,000	2,250	64,275
317	Williamsport, Pa.	61,000	600	600	600	600	80,500	98,500	11,000	2,250	142,250
318	York, Pa.	61,000	600	600	600	600	80,500	98,500	11,000	2,250	125,000
319	Lincoln, R. I.*	3,500	1,050	600	600	600	84,006	174,002	17,825	17,825	925,353
320	Newport, R. I.*	61,200	600	600	600	600	84,006	174,002	17,825	17,825	176,000
321	Fawcoket, R. I.*	62,100	600	600	600	600	84,006	174,002	17,825	17,825	41,450,000
322	Providence, R. I.	61,400	600	600	600	600	84,006	174,002	17,825	17,825	29,100
323	Warwick, R. I.	800	600	600	600	600	84,006	174,002	17,825	17,825	124,650
324	Woonsocket, R. I.	1,400	600	600	600	600	84,006	174,002	17,825	17,825	125,000
325	Charleston, S. C.*	600	600	600	600	600	84,006	174,002	17,825	17,825	89,750
326	Chattanooga, Tenn.	600	600	600	600	600	84,006	174,002	17,825	17,825	83,700
327	Knoxville, Tenn.	600	600	600	600	600	84,006	174,002	17,825	17,825	139,050
328	Memphis, Tenn.	600	600	600	600	600	84,006	174,002	17,825	17,825	194,500
329	Nashville, Tenn.	1,700	800	1,150	(1,100)	1,150	48,000	185,000	10,700	800	31,100
330	Houston, Tex.*	680	700	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
331	San Antonio, Tex.*	680	700	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
332	Burlington, Vt.	680	700	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
333	Rutland, Vt.	680	700	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
334	Alexandria, Va.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
335	Danville, Va.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
336	Lynchburg, Va.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
337	Norfolk, Va.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
338	Petersburg, Va.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
339	Portsmouth, Va.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
340	Richmond, Va.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
341	Appleton, Wis.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
342	Fond du Lac, Wis.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
343	Janesville, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
344	La Crosse, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
345	Madison, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
346	Milwaukee, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
347	Oshkosh, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
348	Racine, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
349	Watertown, Wis.	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
350	Georgetown, D. C.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000
351	Washington, D. C.*	660	600	900	(1,100)	1,150	48,000	185,000	10,700	800	45,000

* From Report of the Commissioner of Education for 1880.
 † These are maximum salaries.
 ‡ Monthly salaries.
 § The principal of the school for deaf-mutes receives \$1,200, and the male and female assistants \$400 and \$300 respectively.
 ¶ There are also special teachers of German, receiving an average salary of \$670; teachers of undisturbed schools, with average salary of \$600, and teachers of elocution and book-keeping, receiving respectively \$1,500 and \$1,000.
 § In 1878.
 ¶ For teacher of elocution.
 ¶ For teacher of music and French.
 ¶ These statistics are for white schools only, for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.						Expenditures.					
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.			
					State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.	
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
1 Selma, Ala.*		\$5,840,000		5	\$64	\$4,500			\$10,680	\$26,700			\$1,818	\$4,455	\$900	
2 Little Rock, Ark.		\$7,574,928			5,028				90,625	17,600		\$1,400	57,444		2,435	\$300
3 Los Angeles, Cal.		28,691,610		2.8	12,438				65,015	108,722	\$1,247	463	183,885	4,874	(448)	
4 Oakland, Cal.		253,545,476		1.7	40,804				484,416	876,877		629	902,486	78,287	12,625	96
5 San Francisco, Cal.		\$6,000,000		1.8	20,223				15,725	26,679	(94,441)	554	76,067	6,850	1,423	
6 Stockton, Cal.		22,000,000	4	8	88					148,605			149,242	51,452	2,500	
7 Denver, Colo. (½ of city)		46,000,000			3,785	0	\$0	\$0		41,458			45,238		245	209
8 Leadville, Colo.				3.25	9,471			643	15,274	40,500	53	137	66,068	1,604	(a306)	
9 Bridgeport, Conn.*		11,720,503											30,346	2,200	(236)	
10 Danbury, Conn.*		5,185,800		3									12,580			
11 Derby, Conn.	12,000,000	8,300,000														
12 Greenwich, Conn.*		3,590,067														
13 Hartford, Conn.*		45,558,480											184,474		(a1,484)	
14 Meriden, Conn.	8,838,214	8,938,214					(43,075)			(428,925)			82,000			
15 Middletown, Conn.		6,032,687											27,806	415	(a118)	230
16 New Britain, Conn.		4,669,354		3.16		2,346		500	5,028	13,209		1,553	22,086		(a200)	
17 New Haven, Conn.		46,622,907		3.5	22,192	10,184		1,068	22,387	157,807	1,742	2,069	218,444	16,676	2,832	1,644
18 New London, Conn.		6,450,628											37,811		(a160)	
19 Norwalk, Conn.		5,806,506											67,297		(a285)	
20 Norwalk, Conn.		18,849,295											39,040	7,992		
21 Stamford, Conn.*		6,648,145											53,178	10,130	(a300)	
22 Waterbury, Conn.*		7,810,781											81,068			
23 Wilmington, Del.	23,500,000	23,500,000			9,563	1,426			626	69,571	920,000		483			
24 Key West, Fla.*		1,359,186		2.5	450								5,457			
25 Atlanta, Ga.*	20,000,000												50,988			
26 Augusta, Ga.	22,834,620			1.7	11,709				3,708	345,873	532	1,165	443,780			
27 Columbus, Ga.	4,100,222	4,100,222	2.87	2.07	1,018			0	4,221	936,583	\$1,207		17,412		\$1,013	0
28 Macon, Ga.		6,980,066		2	4838				7,540	117,000	674	2,314	25,496		945	
29 Savannah, Ga.		15,242,239							4,783	35,000	2,500	4,000	40,253			

	5,808,180	1,955,000	12,178	23,707	5,136	28,583	284	1,824	48,000	204,307	408
20 Bellefonte, Ill.		119,152,783	9.47	23,707	150,000	1,000,285	766	105,917	1,345,765	204,307	8,750
21 Chicago, Ill.	5,000,000	2,000,000	5.4	103	31,036	31,036	77	10	37,185	1,980	(22)
22 Danville, Ill.	5,073,142	1,627,811	4.36	0	2,500	22,361			31,452	9,197	133
23 Elgin, Ill.	4,888,553	1,827,651	14	(860)					33,747		
24 Freeport, Ill.	5,363,878	2,000,000	4.5	0					20,652		50
25 Galesburg, Ill.	5,363,878	2,000,000	10	0					30,691	2,287	
26 Jacksonville, Ill.	5,106,584	2,552,792	4.1	0					23,362	7,446	150
27 Joliet, Ill.		1,743,889	8.512	256					36,665		250
28 Moline, Ill.		1,743,889	4.5	0					27,668		25
29 Ottawa, Ill.	18,915,353	6,905,111	2.33	0					35,857		962
30 Peoria, Ill.	17,000,000	5,500,000	2.06	101					64,500		967
31 Quincy, Ill.	4,142,167	4,142,167	6.4	0					82,615		115
32 Rockford, Ill.	8,183,787	2,727,629	3.33	0					32,548	6,861	38
33 Rock Island, Ill.	20,000,000	4,000,000	10	0					28,892	4,710	242
34 Springfield, Ill.				8,825					95,867	15,000	880
35 Evansville, Ind.	11,547,805	11,547,805	3.3	706					147,207	2,954	1,500
36 Fort Wayne, Ind.		51,455,965	16,344	28,461					219,709	16,487	2,652
37 Indianapolis, Ind.	20,000,000	10,000,000	54,473	18,569					90,905	8,500	913
38 La Fayette, Ind.		8,723,330	2,368	464					37,483	1,692	500
39 Logansport, Ind.		4,300,000	(21,106)	17,152					1,700	37,483	740
40 Madison, Ind.		4,300,000	3.5	8,535					44,693		
41 Richmond, Ind.	410,600,000	48,381,005	51	30,907					81,911	423	40
42 South Bend, Ind.	15,000,000	5,003,660	3.2	32,218					23,000	7,809	
43 Terre Haute, Ind.		2,000,000	5	(3,880)					89,430		
44 Vincennes, Ind.	5,000,000	2,000,000	13	18,582					22,632	0	0
45 Cedar Rapids, Iowa		2,839,230	36,688	8,720					79,190	22,182	4,075
46 Clinton, Iowa	12,000,000	4,423,236	35,990	(44,200)					91,678	545	15
47 Council Bluffs, Iowa	16,000,000	6,500,000	21,257	3,570					65,618	6,281	514
48 Davenport, Iowa				9,476					63,179	10,132	677
49 Des Moines (west side), Iowa				896					30,429	250	
50 Dubuque, Iowa	*12,885,310	7,731,186	778	1,651					23,916	1,060	
51 Keokuk, Iowa	45,000,000	44,000,000	8	8,440					32,920		
52 Muscatine, Iowa	3,302,496	1,651,248	5	85					20,423	155	
53 Ottumwa, Iowa	6,435,000	2,145,788	8	5,085					26,048	167	40
54 Lawrence, Kan.		1,553,583							55,004	4,000	
55 Leavenworth, Kans	10,000,000	3,200,000	5	62,751					223,403		
56 Topeka, Kans	42,430,181		8	8,443					30,144	0	0
57 Covington, Ky	16,000,000	14,000,000	2.5	2,873					7,854		
58 Lexington, Ky	4,964,005		2.5	3,888					209,938		
59 Louisville, Ky	69,216,203	69,216,203	1.4	258					12,000		
60 Louisville, Ky	6,800,000	6,800,000	2.5	0					16,880		
61 Newport, Ky	12,000,000	2,000,000	3	8,587					12,000		
62 Paducah, Ky	4,000,000	103,975,662		8,587					1,000		
63 New Orleans, La		5,180,000		9,150					14,922		
64 Auburn, Me		5,180,000	2.25	3,000							
65 Augusta, Me	4,768,828										

A From sale of lands.

† In 1879.

‡ These statistics are from a return for 1880.

d From poll tax and city appropriation.

e These figures are for city and county.

f Includes a poll tax of \$640.

g From loans.

* From Report of the Commissioner of Education for 1880.

e For libraries and apparatus.

b Bonds for building purposes are sold and redeemed by the city council, and no account of them appears in the records of the board of education.

c Including Monroe County.

104	Peabody, Mass.	6,815,800	100	0	0	0	32,700	854	23,723	.....
105	Pittsfield, Mass.	7,414,405	0	0	0	0	34,700	256	85,154	.....
106	Quincy, Mass.	7,560,381	.....	.....	.....	.....	.....	83,241	83,241	.....
107	Somerville, Mass.	22,569,100	.....	.....	.....	.....	.....	81,763	431,806	4623
108	Springfield, Mass.	32,731,770	.....	.....	.....	.....	.....	94,800	94,800	400
109	Taunton, Mass.	15,215,848	.....	.....	.....	.....	.....	45,683	0	100
110	Waltham, Mass.	8,827,150	.....	.....	.....	.....	.....	34,228	22,500	100
111	Woburn, Mass.	8,216,838	.....	.....	.....	.....	.....	31,000	221	.....
112	Worcester, Mass.	42,606,539	.....	.....	.....	.....	.....	152,495	48,049	885
113	Adrian, Mich.	4,624,150	.....	.....	.....	.....	.....	82,163	.....	.....
114	Ann Arbor, Mich.	7,773,310	.....	.....	.....	.....	.....	31,833	1,915	201
115	Bay City, Mich.	98,768,270	.....	.....	.....	.....	.....	42,072	.....	.....
116	Dearborn, Mich.	7,692,655	.....	.....	.....	.....	.....	230,843	45,835	4,529
117	East Saginaw, Mich.	4,296,550	.....	.....	.....	.....	.....	70,795	16,667	696
118	Flint, Mich.	4,296,550	.....	.....	.....	.....	.....	38,000	38,000	.....
119	Grand Rapids, Mich.	9,450,000	.....	.....	.....	.....	.....	107,013	12,102	864
120	Macquon, Mich.	71,214,755	.....	.....	.....	.....	.....	28,075	.....	(1,102)
121	Port Huron, Mich.	3,750,000	.....	.....	.....	.....	.....	20,515	.....	185
122	Saginaw, Mich.	4,000,000	.....	.....	.....	.....	.....	39,723	.....	439
123	Minneapolis, Minn.	31,188,488	.....	.....	.....	.....	.....	80,565	83,154	2,112
124	St. Paul, Minn.	27,000,000	.....	.....	.....	.....	.....	113,308	30,000	2,500
125	Stillwater, Minn.	2,660,316	.....	.....	.....	.....	.....	27,991	250	748
126	Winona, Minn.	4,250,000	.....	.....	.....	.....	.....	41,075	.....	.....
127	Vicksburg, Miss.	3,392,000	.....	.....	.....	.....	.....	16,641	.....	.....
128	Hannibal, Mo.	2,780,000	.....	.....	.....	.....	.....	21,253	.....	96
129	Kansas City, Mo.	73,100,000	.....	.....	.....	.....	.....	171,154	27,923	2,782
130	St. Joseph, Mo.	9,000,000	.....	.....	.....	.....	.....	56,949	9,751	1,722
131	St. Louis, Mo.	191,948,050	.....	.....	.....	.....	.....	879,348	6,283	11,000
132	Sedalia, Mo.	2,371,648	.....	.....	.....	.....	.....	32,847	10,649	453
133	Lincoln, Nebr.	2,000,000	.....	.....	.....	.....	.....	40,438	9,960	1,250
134	Omaha, Nebr.	5,500,000	.....	.....	.....	.....	.....	88,625	8,843	1,993
135	Virginia City, Nev.*	3,000,000	.....	.....	.....	.....	.....	97,899	8,140	60
136	Dover, N. H.	11,363,070	.....	.....	.....	.....	.....	54,821	0	886
137	Manchester, N. H.*	17,825,116	.....	.....	.....	.....	.....	58,109	6,000	383
138	Nausha, N. H.	9,169,414	.....	.....	.....	.....	.....	34,066	.....	.....
139	Portsmouth, N. H.	6,524,654	.....	.....	.....	.....	.....	23,906	.....	.....
140	Camden, N. J.*	12,000,000	.....	.....	.....	.....	.....	96,914	6,241	1,204
141	Elizabeth, N. J.	11,762,900	.....	.....	.....	.....	.....	83,285	.....	1,115
142	Jersey City, N. J.*	90,000,000	.....	.....	.....	.....	.....	186,849	.....	8,926
143	Newark, N. J.	782,140,700	.....	.....	.....	.....	.....	203,040	.....	(9,504)
144	New Brunswick, N. J.	5,416,000	.....	.....	.....	.....	.....	48,967	.....	42
145	Orange, N. J.	4,612,000	.....	.....	.....	.....	.....	32,737	7,409	700
146	Paterson, N. J.	19,169,609	.....	.....	.....	.....	.....	83,963	1,000	1,000
147	Plainfield, N. J.	9,000,000	.....	.....	.....	.....	.....	112	25,430	147
148	Trenton, N. J.	12,933,083	.....	.....	.....	.....	.....	51,882	.....	.....
149	Albany, N. Y.	68,820,390	.....	.....	.....	.....	.....	281,26	17,639	397
150	Albany, N. Y.	12,058,784	.....	.....	.....	.....	.....	44,058	.....	1,299
151	Binghamton, N. Y.	8,920,812	.....	.....	.....	.....	.....	48,570	6,476	1,200

e Estimated.

f In 1879.

g Exclusive of Gold Hill, a separate district.

c Includes expenditure for repairs.

d Expended under the supervision of the committee on public property, and not included in school expenditure.

* From Report of the Commissioner of Education for 1880.

a Appropriation for day schools, 1880.

b These statistics are from a return for 1880.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1891, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.						Expenditures.					
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.		Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.			
			Mills per dollar of cash value.	Mills per dollar of assessed value.	State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.	
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
152 Brooklyn, N. Y.	\$400,000,000	\$255,285,945			\$21,088		(\$7,183)		\$298,540	\$825,384	\$0	\$5,445	\$1,128,220	\$40,000	\$18,850	
153 Buffalo, N. Y.	89,237,320	89,237,320			5,044				79,372	290,604	66	1,068	351,085	598	1,210	\$1,968
154 Cohoes, N. Y.	10,982,664	3,660,838	2.4	7.2	6,874				10,196	24,054	22	34	42,250	24	150	291
155 Elmira, N. Y.	10,633,000	10,633,000	4.75	4.75	6,574					50,523	1,115		71,812	10,200	131	10
156 Hornellville, N. Y.	9,000,000	1,793,100	1.5	5.2					4,691	9,596	89	192	14,566	8,000	1,000	63
157 Hudson, N. Y.														7,332	(86,237)	
158 Ithaca, N. Y.	6,000,000	2,532,832	3.2	7.58	88	737	\$239		6,249	19,130	1,553	1,654	29,650	7,332	676	133
159 Kingston, N. Y.	5,473,440	5,473,440	2.28	3.28		388		\$672	5,596	18,342	417	518	25,823		178	18
160 Lockport, N. Y.	8,250,000	5,270,780	2.1	3.2	9,885	230			8,779	17,000	1,865	8	37,822	634		216
161 Long Island City, N. Y.		64,631,847			1,257	9,721			10,964	35,025	498		46,068		2,678	
162 Newburgh, N. Y.	17,000,000	8,591,859	2.1	4.3	5					36,686			47,787	1,391	2,028	2,779
163 New York, N. Y.	1,644,635,197	1,283,476,898	2.24	2.90						3,690,288			3,690,288	247,065	96,445	
164 Ogdensburg, N. Y.					8,610				6,507				215,117		8,000	
165 Oswego, N. Y.	6,712,111		5	4.5	2,152	5,384			13,405	29,178	92	2,976	47,803	1,984	185	563
166 Plattsburgh, N. Y.	3,000,000	2,000,000	5	7	149				11,541	55,219	1,172		18,246		259	
167 Poughkeepsie, N. Y.		11,992,115	2.41	2.41	12,315				12,390	29,210	1,909	28,000	53,824	2,707	338	3,473
168 Rochester, N. Y.	85,000,000	35,032,370	1.51	2.58	2,066				34,134	146,480	1,400	1,012	214,609	13,835	838	776
169 Rome, N. Y.	7,500,000	3,869,741	1.05	2.05	715				5,832	7,900	109		15,998			
170 Saratoga Springs, N. Y.	19,291,040	3,840,298	.8	4	12,644				6,057	16,000			35,027	1,664	443	812
171 Schenectady, N. Y.													23,062	(1,234)		126
172 Syracuse, N. Y.	28,104,322	28,104,322	2.2	3.2	6				30,964	92,000	1,370	4,500	128,840	15,265	3,007	2,564
173 Troy, N. Y.	46,492,876	15,497,492	2.3		12,520				23,856	62,500	1,000	1,033	106,389	0		
174 Utica, N. Y.	21,940,721	16,921,725	2.5	3.4	82,471	0	0	0	20,044	56,800	711	1,893	110,919	10,560	760	1,003
175 Watertown, N. Y.													39,878	(4,124)		643
176 Watertown, N. Y.	410,000,000	46,183,566											410,732			
177 Akron, Ohio	10,000,000	7,296,300	4.25	6	299				6,843	45,051	(4,204)		88,437	7,495	0	0
178 Canton, Ohio		5,878,824	5		9,298	459			6,338	26,889	(6,198)		49,173	9,185	150	150
179 Chillicothe, Ohio		6,161,551	4	5.75	9,422			75	4,911	37,687	81	938	43,063	4,450	348	1,108
180 Cincinnati, Ohio	7,373,645	162,500,000			183,867	1,351		13,468	124,455	425,000	3,000	11,775	742,941	15,546	10,023	20,568

181	Cleveland, Ohio.....	*250,941,583	73,047,154	1.5	4.5	8,814	76,210	312,881	290	20,054	890,080	62,285	12,841
182	Columbus, Ohio.....	38,988,430	10,440	3.5	5.6	10,440	31,260	118,708	207,086	176,838	18,345	2,890	885
183	Dayton, Ohio.....	27,000,000	19,500,000	8.5	6	37,444	1,704	10,289	1,583	176,838	11,000	1,576	3,757
184	Fremont, Ohio.....	3,000,000	2,000,000	4.6	7	2,023	61	11,839	642	17,610	2,000		
185	Hamilton, Ohio.....	7,000,000	5,000,525	4	5	17,543	555	24,244	53	230	46,419	2,161	
186	Ironton, Ohio.....	8,535,420	2,983,130	2.4	2.88	914	256	15,051	212	273	20,748		
187	Newark, Ohio.....			2.4	4.5	12,705		5,807	222	45,656			
188	Portsmouth, Ohio.....	*4,694,617		3	7	9,851		28,507	406	8,000	*49,108		
189	Sandusky, Ohio.....	4,471,000			5.5	16,528		4,304	693	28,298	5,693		
190	Springfield, Ohio.....	515,000,000			2.5	17,250	64	18,843	390	100	84,648	13,160	6,702
191	Steubenville, Ohio.....	3,408,440			3.5	10,809	40	13,854	30	28,502	45,307	0	
192	Tiffin, Ohio.....	3,128,000		2.4	6	40,241		112,768	51,572	238,108	28,602	(3,500)	
193	Toledo, Ohio.....	67,000,000	27,000,000		5	10,848	555	33,568	8,092	57,409	5,994	1,232	
194	Zanesville, Ohio.....	7,418,810		4.25	19,275	79	3,922	54,180	1,864	8,219	260,837	2,134	170
195	Portland, Ore.....	15,000,000	41,000,000		5	14,394	21,753	178,889	48,279	260,837	11,596	(47,000)	
196	Allegheny, Pa.....	46,000,000		5.5	5,713		260	(50,307)	23,547	57,888	17,851	1,835	
197	Allentown, Pa.....	9,500,000	2,000,000	5	15	8,312	30,328	8,608	1	10,204	2,426	603	
198	Altoona, Pa.....	6,000,000	2,100,000	17	6	1,580	1,580	24,266	411	31,482	1,803	A1,221	
199	Bradford, Pa.....	2,500,000	658,292	8.1	11	7,108			96	8,968			
200	Carbondale, Pa.....			4.5	268	1,607							
201	Chester, Pa.....	6,384,408		10									
202	Dauphin, Pa.....	2,080,883											
203	Easton, Pa.....		19,201,624		4	12,380	5,722	48,617	70	64,799	11,509		
204	Erie, Pa.....	25,000,000	14,100,000		4	12,380		66,998	24,486	94,574	21,081	2,892	
205	Harriburg, Pa.....	15,683,152	5,228,894	4.33	13	2,053		18,725	207	26,816	815	896	
206	Lebanon, Pa.....	4,200,000	1,400,000	3.33	10	5,067	0	12,491	886	0	15,118	30,083	
207	Reading, Pa.....	2,425,575	2,056,356	7	11	437	0	1,839	248	31,281	1,746		
208	New Castle, Pa.....	3,000,000	642	4.5	7	2,455	6,184	1,801	1,505	84	41,509	62,663	75
209	Norristown, Pa.....	200,000	6,533,890			766		1,488,054	0	1,498,849	8,956	9,176	
210	Philadelphia, Pa.....	543,669,129				329,549		468,065	24,202	590,754	8,234	860	360
211	Pittsburgh, Pa.....	96,721,833				67,948		9,398	2,800	77,237	101,075	600	4,010
212	Reading, Pa.....	25,000,000	20,000,000	4	3	19,670		65,500	0	0	13,229	8,230	
213	Scranton, Pa.....	30,000,000	10,000,000		6	16,183		1,840	11,899	20,751	55,935	1,861	2,155
214	Shamokin, Pa.....	5,000,000			10			2,187	15,390	17,751	42,418	253	
215	Shenandoah, Pa.....		1,832,815	12				1,840	11,899	20,751	42,418	253	
216	Titusville, Pa.....			15	9,198	42,562		37,641	181	4,546	24,940	(3,000)	588
217	Williamport, Pa.....	7,228,875		8.2	5.5	510,267	830	16,174	160	360	43,460	53	439
218	York, Pa.....	6,718,580			8.5	473		3,602					
219	Lincoln, R. I.....	8,568,023		1.4	4,719		6,439	31,000	542	300	43,460	53	439
220	Newport, R. I.....	28,103,200		.9									
221	Pawtucket, R. I.....	17,898,212											
222	Providence, R. I.....	*108,547,726											
223	Warwick, R. I.....	10,104,900		1.5	24								
224	Woonsocket, R. I.....	*8,837,565											
225	Charleston, S. C.....	26,422,000		3	3								
226	Chattanooga, Tenn.....	4,200,000		6	6	8,850		59,000	189	6,143	65,142	2,750	43

* From Report of the Commissioner of Education for 1880.

These statistics are for the Kingston school district only.

b In 1879.

Total of items reported.

For city and county.

From sale of bonds.

So reported, though the items give

३३४३, ४५५.

State appropriation for two years:

From State appropriation.

In uncollected taxes, and

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.				Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Expenditures.		
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		State.	County.	Local.	State.	Local.	Sites and buildings.				Furniture and apparatus.	Libraries.	
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	
227 Knoxville, Tenn.	\$4,592,785	\$3,674,188	3	2.5					\$5,695	\$9,000	\$1,008	\$0	\$15,701				
228 Memphis, Tenn.		12,650,030		2					\$16,680	16,494	416	8	33,648		\$180		
229 Nashville, Tenn.	18,750,000	15,300,000		5	\$0	\$0	\$0	\$0	3,672	70,502	0	\$15,436	95,610	\$0	\$80	\$0	
230 Houston, Tex.	65,000,000	65,000,000											\$17,591				
231 San Antonio, Tex.	12,000,000	8,436,556			5,798	9,022	6,530					1,200	22,550	4,500	375		
232 Burlington, Vt.													18,827	886			
233 Rutland, Vt.																	
234 Alexandria, Va.	4,600,000	4,598,000	2.8	2.8	1,885				4,848	7,300	0	200	14,083		115		
235 Danville, Va.	2,718,620	2,718,620			408	0	0	0	5,171	2,576	0	1,844	5,999	0	0	0	
236 Lynchburg, Va.		8,000,000		4.5	75				5,612	35,917	444	52	42,100	21,000	832		
237 Norfolk, Va.	9,674,451	9,674,451			553	0	0	0	7,498	11,500	0	0	19,546	725	9		
238 Petersburg, Va.		8,576,967		1.9	25				6,763	10,400	262	50	17,500				
239 Portsmouth, Va.	3,130,230	3,130,230		2		0	0	0	3,396	5,736	0	0	9,122	0	0	0	
240 Richmond, Va.	39,768,706	39,768,706			12,622				24,905	70,000		914	108,441	8,610	837		
241 Appleton, Wis.													22,886	731	(364)		
242 Fond du Lac, Wis.		3,412,120		6	187				2,171	20,503	132	370	23,983				
243 Janesville, Wis.	5,247,847	3,825,585	3	4	16,043				1,405	2,271	170	180	20,069		1,575		
244 La Crosse, Wis.	8,000,000	3,287,536	2.5	8	14,461	1,689	338			23,700	155		27,015	2,000			
245 Madison, Wis.	6,000,000	4,500,000		4									29,008	1,212	(631)		
246 Milwaukee, Wis.	58,178,074	58,178,074		2.5	100,886	0	0	0	15,663	190,110	1,841	36	308,500	18,586	2,983	85	
247 Oakbrook, Wis.		5,062,119		6.5	10,948					33,000		8,150	47,134				
248 Racine, Wis.	8,165,230	8,165,230	3.09	3.09	3,231					27,200		743	35,405		1,103		
249 Watertown, D. C.	3,000,000	1,500,000		6.5	4,528	1,445	1,425			8,403	(512)		16,311	885	719	63	
250 Georgetown, D. C.					0	0	0	2,577	0	495,885	0	1,806	496,268	267,300	45,987	0	
251 Washington, D. C.	82,538,706	82,538,706															

* From Report of the Commissioner of Education for 1880.

a From State and county.

b From a loan.

c In 1878.

d These statistics are for white schools only; for those in which colored schools are included see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

Expenditures.															Average expenses per capita.	
City.	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Supervision and instruction, based on average daily attendance.	Total expenditure.	Incidental or contingent expenses, based on average daily attendance.		
	Bonds (including interest).	Floating (interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.				All other supplies and current expenses.	
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	
1 Selma, Ala.*													\$41,510			
2 Little Rock, Ark.			\$1,500		\$900	\$762	\$440	\$950	\$525	\$1,617	\$15	\$5,574	31,672	\$10.82	\$3.77	
3 Los Angeles, Cal.			1,500		23,930	2,100	1,899	1,468	3,307	3,636	815	3,292	37,408	19.87	7.19	
4 Oakland, Cal.			87,600		7,800	40,848	3,938	5,750		262,278	2,000	27,957	160,454	21.37	4.11	
5 San Francisco, Cal.					1,290	3,196	1,053	0	493	634	86	1,606	827,324			
6 Stockton, Cal.					1,000	3,290	3,118	187	450	2,294		4,192	45,594	16.83	4.81	
7 Denver, Colo. (§ of city).	\$17,116		3,000		600	1,000	3,500	3,500					26,000			
8 Leadville, Colo.			2,000		125	2,669	1,898	615		9,303	136	1,371	81,837	13.68	4.57	
9 Bridgeport, Conn.*			2,200									67,587	27,604			
10 Danbury, Conn.*												67,587	27,604			
11 Derby, Conn.*												67,587	27,604			
12 Greenwich, Conn.*												67,587	27,604			
13 Hartford, Conn.*												67,587	27,604			
14 Meriden, Conn.			700			2,240	\$1,560				6350	646,921	155,832	15.15	3.32	
15 Middletown, Conn.							\$1,518			619		5,991	23,828			
16 New Britain, Conn.			300		300		\$1,976			2,290		2,226	22,695	12.60	5.46	
17 New Haven, Conn.	1,000		2,700		2,475	9,202	5,742	1,275	2,077		407	4,191	193,660	16.37	8.69	
18 New London, Conn.												3,510	22,796			
19 Norwalk, Conn.							\$1,281			1,774		2,433	23,772			
20 Norwich, Conn.							\$1,508			1,556		7,199	84,817			
21 Stamford, Conn.*							\$7,043			4,152		94,316	20,041			
22 Waterbury, Conn.*												613,225	48,761			
23 Wilmington, Del.			1,600		650	2,565	2,865	1,150	284	7,953	5,764	1,119	78,580	11.66	5.09	
24 Key West, Fla.*					400	240						15	5,457	(10.49)		
Atlanta, Ga.*													51,073			

* Estimated.

† Including Monroe County.

c For all incidental or contingent expenses.

d Fuel and incidentals.

* From Report of the Commissioner of Education for 1880.

a Amount paid for teaching only.

b Includes expenditure for permanent improvements.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

Cities.	Expenditures.														Average expenses per capita.
	Payment of indebtedness.		Tuition.	Incidental or contingent expenses.							Total expenditures.				
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.			
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
26 Augusta, Ga.			\$1,800	\$15,761	\$42,138	\$190	\$463	\$377	\$397	\$212	\$316	\$763	\$157	\$632,480	\$2 45
27 Columbus, Ga.	\$0	\$0	\$1,800	10,435	0					89	1,259			16,971	\$10 64
28 Macon, Ga.			\$1,800	\$20,933									\$2,504	\$35,257	9 50
29 Savannah, Ga.				41,535			450	300		200	600		900	43,985	14 88
30 Belleville, Ill.	14,240		1,500	17,250		1,659				163	1,354	23	381	37,353	9 90
31 Chicago, Ill.	80,955		6,000	\$31,963	10,138	50,843	42,637	13,712		46,506	4,763		16,823	1,216,506	14 49
32 Danville, Ill.	(2,701)		1,200	13,738									\$2,163	21,972	11 33
33 Elgin, Ill.			1,000	9,192	75	725	726		141	185			\$2,323	31,096	11 10
34 Freeport, Ill.			1,000	15,021		1,195	940		150	1,414	26			30,885	11 75
35 Jacksonville, Ill.	9,000			20,000									\$2,000	33,887	2 63
36 Joliet, Ill.			1,500	17,100	259	1,710	870	165	400	1,173			186	81,000	13 04
37 Moline, Ill.	5,052		1,400	8,837	150	1,065	699			1,063	1		863	19,909	10 53
38 Peoria, Ill.	0	0	1,200	13,935	100	2,270	821		574	1,431	0		453	20,809	13 17
39 Ottawa, Ill.	2,171		(38,169)	4,503	678	3,924	3,924		279	3,367	0			54,983	10 39
40 Quincy, Ill.	4,923	611	1,567	27,029	388	1,871	1,626	420	466	1,361	196		1,727	49,090	13 40
41 Rockford, Ill.		8,448	(23,353)		200		(4,320)							32,615	13 49
42 Rock Island, Ill.	3,980	542	2,800	17,829		2,653	630	75	266	1,209	217		569	35,702	13 18
43 Springfield, Ill.	3,988		25,714	25,714		2,025	822			3,213			3,259	36,131	11 43
44 Evansville, Ind.	8,000		2,500	56,660	1,200	546	2,000	250	2,000	9,649	100		300	97,705	17 03
45 Fort Wayne, Ind.			7,830	89,879	1,570	3,548	2,170		683	1,494			1,503	63,516	16 05
46 Indianapolis, Ind.	9,400		10,650	134,867	2,956	8,890	6,834	480	1,443		(15,064)		231,457	17 63	8 94
47 La Fayette, Ind.			26,958	750	2,760	2,760	2,760	300	200	2,000	150		40	40,818	4 88
48 Logansport, Ind.	5,450		2,200	13,800	800	1,159	1,159		696	437	45		945	39,058	12 68
49 Madison, Ind.			18,139	900		1,364	1,800		166	2,000	100		5,245	28,754	14 11
50 Richmond, Ind.														55,087	9 99
51 South Bend, Ind.			42,608	1,170		8,187	1,098		745	1,634	110		1,189	55,796	14 33
52 Terre Haute, Ind.		1,064												1,189	2 87

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.

City.	Expenditures.						Incidental or contingent expenses.				Total expenditure.	Average expenses per capita.			
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.		
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.			
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
100 New Bedford, Mass.				\$57,850	\$300	\$4,121	\$4,592	\$150		\$2,000	\$3,000	\$20,157	\$78,107		
101 Newburyport, Mass.			\$2,420	64,770								3,537	20,849		
102 Newton, Mass.			1,000	17,796						2,030		827	23,475	\$11 35	\$2 82
103 Northampton, Mass.	\$0	\$0		18,644									618,644		
104 Peabody, Mass.			1,500	23,165	100	1,425	1,460	125		1,800	1,177	1,138	32,265		
105 Pittsfield, Mass.			2,000	23,119			1,184			2,843	291	4,465	33,401		
106 Quincy, Mass.			1,800	62,136		3,247	3,797			9,241	565	3,528	82,361	16 85	4 85
107 Somerville, Mass.			3,000	68,753	700	5,571	5,483			2,241	203	1,681	95,032	15 77	5 03
108 Springfield, Mass.			1,750	35,044	875	2,500	2,000	300	250	965	600	2,879	45,298	14 01	3 89
109 Taunton, Mass.			1,700	24,636		1,460	1,314	163		2,075	800	1,352	54,849		
110 Waltham, Mass.			1,800	23,826	2,700	1,633	1,963			2,075	2,188	4,753	20,412	14 50	4 88
111 Woburn, Mass.			2,721	119,188		5,963	8,065	962	108	9,136	8,905	4,753	204,485	14 75	3 88
112 Worcester, Mass.	7,323	7,643		12,198								24,636	31,500		
113 Adrian, Mich.			1,500	16,422	100	1,234	1,263			1,905		1,268	27,718	12 55	4 28
114 Ann Arbor, Mich.	1,910		1,065	16,205		1,850	1,412			1,867		1,178	85,079	9 58	3 05
115 Bay City, Mich.			3,300	156,220	4,785	12,862	11,582	539	200	75	151	12,423	287,292	12 94	3 90
116 Detroit, Mich.	0	0	3,440	3,748	1,250	3,868	3,026	140	475	2,052	75	2,268	64,513	11 54	4 83
117 East Saginaw, Mich.	3,789	0	800	1,723	317	1,723	724		653	762	75	4,468	20,858	10 80	3 78
118 Flint, Mich.	9,412		2,000	48,414	300	4,109	4,230		655			3,499	90,952	13 82	3 40
119 Grand Rapids, Mich.	10,226		1,200	11,792		1,533						23,819	12,025	12 05	3 62
120 Muskegon, Mich.	8,325		1,200	9,490							20	23,819	12,025	10 20	
121 Port Huron, Mich.			1,600	13,068	200	1,501	1,429					4,660	12,848	10 86	
122 Saginaw, Mich.	6,200		2,800	72,857	500	6,542	8,035		392	2,000	50	2,516	31,748	17 13	3 71
123 Minneapolis, Minn.	14,810		2,000	57,736	8,000	6,800	2,750	1,050	1,860	4,156	(2,516)	0,387	150,456	20 11	5 00
124 St. Paul, Minn.	5,325		1,000	9,234	100	1,267	1,405		820	1,018		4,062	113,418	12 70	9 20
125 St. Louis, Mo.	26,000	8,640	1,915	9,151	100	1,267	1,405	0	285	1,000	171	0	224,958	12 70	9 20
126 Winona, Minn.												0	224,958	12 70	9 20
127 Vineland, N.J.												0	21,446	15 77	

128	Hannibal, Mo.	187	13,219	723	686	218	754	90	631	17,323	10 22	2 60
129	Kansas City, Mo.	43,866	46,844	3,833	2,130	352	3,627	...	2,140	130,485	13 26	4 91
130	St. Joseph, Mo.	...	35,841	2,081	2,588	2,194	37,986	4,296	16,719	64,446	16 59	2 16
131	St. Louis, Mo.	...	...	56,320	16,000	6,078	...	...	...	762,174	8 24	1 30
132	Stedalia, Mo.	...	(585,407)	720	667	821	303	269	2,702	26,580	13 06	3 60
133	Lincoln, Mo.	3,000	9,705	840	1,327	560	1,403	454	7,220	88,206	13 06	3 60
134	Omaha, Nebr.	5,000	13,124	125	3,647	492	1,403	...	1,577	44,437	25 86	8 84
135	Nebraska, Nebr.	25,570	37,873	400	3,767	492	1,403	...	...	24,617	13 16	3 84
136	Virginia City, Nev.	...	33,026	120	3,070	...	...	...	...	57,832	13 93	4 32
137	Dover, N. H.	0	17,178	0	1,235	...	2,158	60	1,377	23,894	...	...
138	Manchester, N. H.	...	37,583	100	2,880	100	5,038	440	...	...	...	...
139	Portsmouth, N. H.	...	16,621	...	2,006	450	2,618	523	428	...	...	...
140	Camden, N. J.	11,553	53,192	6,813	2,250	0	7,008	5,486	573	96,825	...	...
141	Elizabeth, N. J.	...	23,967	2,332	1,381	1,100	99	2,308	918	37,794	13 32	4 33
142	Jersey City, N. J.	...	102,600	12,000	5,927	908	6,824	5,051	1,761	187,409	...	...
143	Newark, N. J.	...	(158,697)	10,339	5,927	1,556	9,366	8,267	10,236	217,424	13 06	4 06
144	New Brunswick, N. J.	5,923	16,035	2,700	3,745	110	364	407	196	48,480	13 51	2 21
145	Orange, N. J.	...	19,259	1,700	2,666	230	2,214	233	508	32,787	20 78	6 29
146	Pateron, N. J.	...	15,629	1,231	1,017	250	3,185	3,818	...	76,022	11 40	3 03
147	Plainfield, N. J.	...	(54,153)	6,064	466	0	430	183	769	25,275	15 58	3 04
148	Trenton, N. J.	2,431	12,688	1,132	904	512	73	1,863	2,514	41,744	14 81	3 65
149	Albany, N. Y.	...	28,800	2,040	1,814	200	10,750	8,122	5,705	108,111	16 27	3 32
150	Albany, N. Y.	...	97,730	2,028	1,880	107	3,144	146	1,037	47,452	12 80	4 66
151	Binghamton, N. Y.	...	28,253	2,805	2,217	262	2,094	18	1,589	42,019	14 56	3 10
152	Brooklyn, N. Y.	...	603,618	38,000	25,000	8,042	72,373	21,300	55,637	1,083,560	14 63	4 62
153	Buffalo, N. Y.	...	282,927	9,541	8,743	820	23,681	453	7,979	347,204	19 75	3 63
154	Cohoes, N. Y.	3,100	23,027	2,277	2,043	250	2,063	200	8,303	34,381	14 25	6 94
155	Elmira, N. Y.	...	40,729	3,220	2,229	333	1,840	44	591	70,939	14 21	3 16
156	Hornellville, N. Y.	8,978	9,475	780	...	100	233	10	113	21,873	13 47	2 39
157	Hudson, N. Y.	...	8,705	...	...	12	223	384	...	...	...	...
158	Ithaca, N. Y.	1,863	14,338	1,017	925	...	...	...	...	29,650	11 82	2 57
159	Kingston, N. Y.	...	15,149	1,279	1,555	...	2,892	...	608	22,472	15 11	1 35
160	Lockport, N. Y.	95	22,267	1,385	1,780	200	654	145	910	32,419	14 68	4 47
161	Long Island City, N. Y.	...	26,355	2,700	1,247	5,713	(686)	...	281	39,697	...	...
162	Newburgh, N. Y.	...	28,208	1,550	2,138	...	2,444	...	1,221	44,757	14 42	3 69
163	New York, N. Y.	...	2,662,000	95,731	85,772	...	181,444	140,954	60,504	3,090,263	20 24	4 89
164	Ogdensburg, N. Y.	...	10,800	700	1,098	25	400	61	3,079	21,263	11 06	5 25
165	Oswego, N. Y.	...	28,168	3,698	2,760	132	368	212	1,499	45,462	...	...
166	Poughkeepsie, N. Y.	7,790	9,742	459	835	150	829	22	566	21,143	...	...
167	Poughkeepsie, N. Y.	...	26,645	1,880	2,373	290	942	63	1,333	40,653	13 97	3 85
168	Rochester, N. Y.	0	129,763	8,391	6,717	407	9,000	216	40,846	215,143	14 76	7 65
169	Rome, N. Y.	...	11,392	886	603	50	110	...	912	15,243	8 47	1 78
170	Saratoga Springs, N. Y.	...	13,671	1,025	1,644	...	1,487	...	636	22,222	14 06	4 37
171	Schenectady, N. Y.	...	18,774	...	...	...	...	...	...	23,093	...	...
172	Syracuse, N. Y.	...	(84,332)	5,590	4,635	48	7,294	1,446	...	128,539	11 75	3 20
173	Troy, N. Y.	...	80,896	6,583	3,067	1,350	5,301	528	5,351	106,390	14 68	4 25
174	Utica, N. Y.	...	50,845	4,352	3,590	...	3,171	388	1,356	79,239	15 63	4 05
175	Watertown, N. Y.	...	17,991	...	...	...	...	...	...	29,373	...	...

* From Report of the Commissioner of Education for 1880.
 a For all incidental or contingent expenses.
 b Amount paid for tuition only.
 c Repairs and furniture.
 d Exclusive of Gold Hill, a separate district.
 f These statistics are for the Kingston school district only.

204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248								
Eds. Pa.*	Harrisburg, Pa.	Lebanon, Pa.	Reading, Pa.	Scranton, Pa.	Shamokin, Pa.	Shenandoah, Pa.	Tinsville, Pa.	Williamsport, Pa.	York, Pa.	Lincoln, R. I.	Newport, R. I.	Pawtucket, R. I.	Providence, R. I.	Warwick, R. I.	Woonsocket, R. I.	Charleston, S. C.	Chattanooga, Tenn.	Knoxville, Tenn.	Memphis, Tenn.	Nashville, Tenn.	Houston, Tex.*	San Antonio, Tex.*	Burlington, Vt.	Rutland, Vt.	Alexandria, Va.	Danville, Va.*	Lynchburg, Va.	Norfolk, Va.*	Petersburg, Va.	Portsmouth, Va.	Richmond, Va.*	Appleton, Wis.*	Fond du Lac, Wis.*	Janeville, Wis.	La Crosse, Wis.	Madison, Wis.	Milwaukee, Wis.	Oshkosh, Wis.	Racine, Wis.													
8,405	8,994	8,975	8,715	1,901	4,108	0	(108,504)	16,800	2,468	20,800	4,682	4,765	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
2,000	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800						
35,983	51,014	9,403	16,151	20,667	1,033,698	272,170	50,768	58,111	7,326	14,666	22,708	17,853	16,110	82,105	24,066	171,718	18,758	12,718	30,733	56,775	10,050	14,590	13,153	8,333	5,070	14,448	12,825	12,943	6,750	45,671	11,927	16,825	13,583	23,943	16,136	168,009	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317							
550	1,444	1,330	3,200	1,808	1,633	106,566	44,977	27,215	622	1,398	899	1,340	1,026	2,244	2,000	11,700	62,982	471	755	1,540	3,900	500	600	600	35	100	402	454	300	184	724	257	177	257	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400					
3,874	4,020	1,876	1,808	1,808	1,808	106,566	44,977	27,215	622	1,398	899	1,340	1,026	2,244	2,000	11,700	62,982	471	755	1,540	3,900	500	600	600	35	100	402	454	300	184	724	257	177	257	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400					
2,497	2,682	761	600	600	600	44,977	27,215	27,215	622	1,398	899	1,340	1,026	2,244	2,000	11,700	62,982	471	755	1,540	3,900	500	600	600	35	100	402	454	300	184	724	257	177	257	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400				
878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878	878				
370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370	370				
218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218	218			
98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425	98,425			
3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707	3,707			
12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	12 80	
3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53	3 53

* Items not all reported.
† Estimated.

* Includes expenditure for fuel and insurance.
† For interest only.

* From Report of the Commissioner of Education for 1890.
† For all incidental or contingent expenses.
‡ Expenditure for fuel and miscellaneous objects.

TABLE III.—PART 1.—Statistics of public normal schools for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.					Number of instructors.			Number of students.			
				State.	County.	City.	State appropriation per capita in the last school year. ^a	Number of instructors.	Total.	Male.	Female.	Male.	Female.	Normal.	Other.
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1 State Normal School.....	Florence, Ala.....	1873	Rev. Hardie Brown.....	\$7,500				8	179	46	22	90	21		
2 Normal School for Colored Teachers.....	Huntsville, Ala.....	1869	William H. Council.....	2,000				3	134	89	65				
3 Lincoln Normal University.....	Marion, Ala.....	1873	William B. Paterson.....	4,000	\$0	\$0	\$20.00	5	222	94	128				
4 Tuskegee Normal School.....	Tuskegee, Ala.....	1881	Booker T. Washington.....	2,000	0	0	17.00	4	112	63	49	0	0		
5 Normal department, Arkansas Industrial University.....	Fayetteville, Ark.....	1872	N. P. Gates, A. M.....	(b)			(b)	1	82	69	13				
6 Branch Normal College of Arkansas Industrial University.....	Pine Bluff, Ark.....	1875	Joseph C. Corbin, A. M.....	2,000				4	123	53	70				
7 Normal department of Girls' High School.....	San Francisco, Cal.....	1876	John Sweet.....			5,000		3	155		155				
8 California State Normal School.....	San José, Cal.....	1862	Charles H. Allen, A. M.....	33,800	0	0	77.08	16	489	60	372	21	36		
9 Normal department of University of Colorado. ^a	Boulder, Colo.....		Joseph A. Sewall, M. D., LL. D., president.						9	3	6				
10 Connecticut State Normal School.....	New Britain, Conn.....	1880	Isaac N. Carleton, A. M.....	687,000		225,000	80.00	9	150	15	135	0	0		
11 East Florida Seminary.....	Gainesville, Fla.....	1853	Edwin P. Carter, A. M.....	(f)				7	153	7	6	70	61		
12 Normal department of North Georgia Agricultural College. ^a	Dahlonega, Ga.....	1877	David W. Lewis, A. M., pres-ident.		0	0		7	78	67	11				
13 Southern Illinois Normal University.....	Carbondale, Ill.....	1874	Rev. Robert Allen, D. D., LL. D.	20,190			50.50	12	394	98	77	143	81		
14 Illinois State Normal University.....	Normal, Ill.....	1857	Edwin C. Hawett, LL. D., pres't	22,494		0	49.44	14	802	169	269	185	179		
15 Cook County Normal and Training School. ^a	Normalville, Ill.....	1867	D. S. Wentworth.....	0	115,000	0	27.50	9	714	34	189	178	313		

^a From Report of the Commissioner of Education for 1880.

^b Exclusive of appropriations for permanent objects.

^c Appropriation in common with other departments of the university (see Table IX).

^d Of this, \$75,000 are a special appropriation for new building.

^e Special appropriation for new building.

^f School is supported by interest of funds derived from sale of lands donated by the United States.

^g Of this, \$43,397 were from the fund donated by Congress for seminary and \$1,200 for permanent improvements.

^h Connected with this school is a Kindergarten normal department, in which there are ten students, under the instruction of Miss Matilda H. Ross.

ⁱ Includes salary of clerk for county superintendent.

^j County appropriation per capita.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.					
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Normal.		Other.		
										Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
75 Wilson State Normal School.....	Wilson, N. C.	1881	Julius L. Tomlinson	\$4700	\$100		\$2 50	17	200	75	125			
76 Cincinnati Normal School	Cincinnati, Ohio	1868	John Mickelborough	0		\$7,731		9	56	0	56			
77 Cleveland City Normal School	Cleveland, Ohio (72 Prospect street).	1874	Oliver Arey					4	51		51			
78 Dayton Normal and Training School	Dayton, Ohio	1869	Janu W. Blackwood					4	15		15			
79 Pennsylvania State Normal School, sixth district.	Bloomington, Pa.	1869	David J. Waller, Jr.	\$10,000	0	0	(d)	11	266	46	61	92	67	
80 Northwestern State Normal School	California, Pa.	1874	George P. Beard, A. M.	2,500			(d)	12	525	176	174	87	88	
81 State Normal School	Edinboro, Pa.	1861	J. A. Cooper, A. M.	5,000			10 50	12	522	253	223	25	21	
82 State Normal School at Indiana	Indiana, Pa.	1875	John H. French, LL. D.	11,270				13	892	150	132	55	56	
83 Keystone State Normal School	Kutztown, Pa.	1866	Rev. Nathan C. Schaeffer, Ph. D.	2,500			(d)	13	461	286	62	76	37	
84 Central State Normal School	Lock Haven, Pa.	1877	Albert N. Raub, Ph. D.	5,000				10	247	167	110	35	35	
85 Pennsylvania State Normal School, fifth district.	Mansfield, Pa.	1862	D. C. Thomas	5,000				10	312	191	121			
86 Pennsylvania State Normal School, second district.	Millersville, Pa.	1855	Edward Brooks, A. M., Ph. D.	10,000				23	791	430	250	66	45	
87 Philadelphia Normal School for Girls	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets).	1848	George W. Fetter			\$25,000		28	965		965			
88 Cumberland Valley State Normal School	Shippensburg, Pa.	1873	R. S. Potter, A. M.	\$9,749	0	0	6 97	10	223	106	73	21	23	
89 West Chester State Normal School	West Chester, Pa.	1871	G. M. Phillips	4,841			(d)	14	308	140	116	23	29	
90 Rhode Island State Normal School	Providence, R. I.	1871	James C. Greenough, A. M.	9,000	0	0	50 00	11	126	10	126			
91 State Normal College, University of Nashville.	Nashville, Tenn.	1875	Rev. Eben S. Stearns, D. D., president.	0	0	0	0	8	161	56	106	0	0	
92 Sam Houston Normal Institute	Huntsville, Tex.	1879	J. Baldwin	20,000			\$120 00	7	300	60	90	20	20	

		Prairie View, Tex.	1879	E. H. Anderson	7,400	.....	.....	3	49	(49)	.....
93	State Normal School of Texas for Colored Students. ^g	Castleton, Vt.	1869	Judah Dana	2,000	.....	.....	4	85	23	29
94	State Normal School ^a	Johnson, Vt.	1867	Edward Conant	1,800	150	.....	6	125	29	96
95	Johnson State Normal School	Randolph, Vt.	1867	Andrew W. Edson, A. B.	2,140	120	.....	7	234	67	167
96	State Normal School	Hampton, Va.	1868	Samuel C. Armstrong	(A)	0	26 83	148	4385	197	108
97	Hampton Normal and Agricultural Institute	Richmond, Va.	1867	Miss M. E. Knowles	270	1,170	.....	3	66	19	47
98	Richmond Normal School	Fairmont, W. Va.	1869	Miss M. L. Dickey, M. S.	1,333	.....	.....	2	103	48	40
99	Fairmont State Normal School	Glenville, W. Va.	1873	T. Marcellus Marshall	1,333	.....	15 15	3	71	28	39
100	State Normal School	Huntington, W. Va.	1867	B. H. Thackston	1,000	0	.....	2	43	16	15
101	Marshall College, State Normal School	Shepherdstown, W. Va.	1873	Joseph McMurray, A. M.	1,773	.....	22 00	3	15	1	14
102	Shepherd College	West Liberty, W. Va.	1871	D. T. Williams	0	4,080	.....	2	15	1	14
103	West Liberty State Normal School	Milwaukee, Wis.	1872	Lemira W. Hughes	0	.....	.....	2	15	1	14
104	Milwaukee Normal School	Oshkosh, Wis.	1871	George S. Albee, president	18,000	.....	26 10	18	613	157	228
105	State Normal School	Platteville, Wis.	1866	D. McGregor, A. M.	22,703	.....	30 06	14	462	80	135
106	Wisconsin State Normal School	River Falls, Wis.	1875	W. D. Parker	18,621	0	69 42	11	183	57	71
107	State Normal School	Whitewater, Wis.	1868	J. W. Stearns	25,188	0	.....	13	480	87	216
108	State Normal School	Springfield, Dak.	1881	G. A. Grishet	0	0	.....	4	18	0	18
109	Dakota Normal School	Washington, D. C. (17th and Sampson streets).	1877	Martha B. Briggs	0	0	.....	2	20	20	20
110	Miner Normal School	Washington, D. C.	1875	Lucilla E. Smith	\$2,560	.....	462 50	2	45	29	16
111	Washington Normal School ^a	Salt Lake City, Utah. ....	.....	John R. Park, M. D. ....	.....	.....	.....	2	21	(21)	.....
112	Normal department of University of Deseret	Seattle, Wash. Ter. ....	.....	A. J. Anderson, A. M., president .....	.....	.....	.....	.....	.....	.....	.....
113	Normal department of University of Washington Territory. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.

^a Exclusive of appropriations for permanent objects.

^b Includes \$200 from Peabody fund.

^c On real estate.

^d Fifty cents a week for normal pupils.

^e \$3,500 of this are apparently for special purposes.

^f The State pays the board of four pupils from each senatorial district.

^g These statistics are for the year 1880.

^h The institute receives annually about \$10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.

ⁱ For all departments.

^j Territorial appropriation.

	June 15.	June 1.	June, last Thurs.	Jan. and June.	June.	June.	June, last Wed.	June, last Thurs.	June 1.	June 1.	June 6.	Jan. and June.	June.	June 27.	June, last Thurs.	Jan. and July.
23 Kansas State Normal School.....	21	17	2, 3, 4	40	1,500	100	50	6	110	x	x	x	x	x	x	x
24 Normal department of University of Kansas.....	20	16	2, 3, 4	38	700	50	100	3	110	x	x	x	x	x	x	x
25 Eastern State Normal School.....	30	25	2, 3, 38	1,300	150	1	150	1	0	x	x	x	x	x	x	x
26 State Normal and Training School.....	47	42	2, 4, 44	1,200	250	300	4	4	0	x	x	x	x	x	x	x
27 Madawaska Training School.....	8	4	1, 19	3	5	5	5	4	0	x	x	x	x	x	x	x
28 State Normal and Training School.....	8	8	1, 40	56	56	56	4	4	0	x	x	x	x	x	x	x
29 Normal Training and Practice Class.....	37	25	3, 89	1,825	13	112	10	10	10	x	x	x	x	x	x	x
30 Baltimore Normal School for Colored Teachers.....	38	1	40	120	15	0	4	4	0	x	x	x	x	x	x	x
31 Maryland State Normal School.....	5	4	40	38	8,000	50	60	4	0	x	x	x	x	x	x	x
32 Massachusetts Normal Art School.....	52	50	2, 4, 38	67	5	7	6	6	0	x	x	x	x	x	x	x
33 State Normal School.....	11	10	1, 43	1,618	200	4	2	2	0	x	x	x	x	x	x	x
34 Training School for Teachers.....	27	25	2, 40	1,010	180	12	50	1	0	x	x	x	x	x	x	x
35 State Normal School.....	11	11	2, 4, 40	5,721	42	125	9	9	0	x	x	x	x	x	x	x
36 Gloucester Training School for Teachers.....	58	24	2, 4, 40	4,545	288	75	2	2	0	x	x	x	x	x	x	x
37 State Normal School.....	16	15	2, 40	200	6	6	6	6	0	x	x	x	x	x	x	x
38 Westfield State Normal School.....	16	15	2, 40	200	6	6	6	6	0	x	x	x	x	x	x	x
39 Massachusetts State Normal School at Worcester.....	16	15	2, 40	200	6	6	6	6	0	x	x	x	x	x	x	x
40 Course in the Science and the Art of Teaching (University of Michigan).....	90	80	4, 40	3,709	1,300	400	18	18	0	x	x	x	x	x	x	x
41 Michigan State Normal School.....	27	27	3, 32	386	321	25	25	25	0	x	x	x	x	x	x	x
42 State Normal School at Mankato.....	22	21	2, 4, 36	600	60	170	30	30	0	x	x	x	x	x	x	x
43 State Normal School at St. Cloud.....	32	30	4, 40	560	200	4	2	2	0	x	x	x	x	x	x	x
44 State Normal School at Winona.....	1	1	5, 32	500	200	42	3	3	0	x	x	x	x	x	x	x
45 Mississippi State Normal School.....	19	15	4, 40	1,600	40	20	20	20	0	x	x	x	x	x	x	x
46 Tougaloo University.....	14	13	6, 36	(p)					18	x	x	x	x	x	x	x
47 Mississippi State Normal School, third district.....	4	3	4, 36	900	100	15	15	15	0	x	x	x	x	x	x	x
48 Normal College of the University of the State of Missouri.....	11	8	1, 40	218	0	24	7	7	0	x	x	x	x	x	x	x
49 Lincoln Institute.....	67	53	4, 40	1,018	268	58	3	3	0	x	x	x	x	x	x	x
50 Missouri State Normal School, first district.....	40	40	5, 40	1,600	200	50	14	14	0	x	x	x	x	x	x	x
51 State Normal School, second district.....	2	2	2, 40	300	100	50	2	2	0	x	x	x	x	x	x	x
52 Nebraska State Normal School.....	27	27	1, 42	100	12	6	6	6	0	x	x	x	x	x	x	x
53 New Hampshire State Normal School.....	51	49	3, 40	500	25	10	3	3	0	x	x	x	x	x	x	x
54 Newark Normal School.....	63	63	2, 40	500	50	50	50	50	0	x	x	x	x	x	x	x
55 New Jersey State Normal School.....	63	63	2, 40	500	50	50	50	50	0	x	x	x	x	x	x	x
56 State Normal School.....	63	63	2, 40	500	50	50	50	50	0	x	x	x	x	x	x	x

* From Report of the Commissioner of Education for 1880.

a In 1870.

b To normal students.

c To State pupils; others, \$10.

d To those pledged to teach in the State.

e Connected with this school is a Kindergarten normal

department, in which there are ten students, under the

instruction of Miss Matilda H. Ross.

f Resident of the county; \$20 to others.

g In schools of the county.

h In schools of the city.

i Receive diplomas after two years of successful teaching;

they are then authorized by law to teach in the schools

of the State without further examination.

j To residents of the city.

k After two years of successful teaching graduates may

receive the degree of "bachelor of didactics."

l Incidental fee.

m To resident regular students; special students \$50,

and non-resident students \$100.

n To all who comply with the condition of teaching in

the schools of Massachusetts; incidental fee, \$4.

o Each of the representatives in the State legislature

appoints two students free of tuition.

p See Table IX.

q Matriculation fee.

[illegible]

* From Report of the Commissioner of Education for 1890.

To normal students.

b In schools of the city

From return from Syracuse High School, with which the Training School is associated.

To residents.

See Table IX.

See Table 1
Estimated.

Estimated.
These statistics are for the year 1990

^g These statistics are for the year 1880.

After one year of successful teaching and indorsement of the diploma by State superintendent.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Graduates in the last year.	
					Total.	Normal.		Other.		Whole number.	Number who have engaged in teaching.
						Male.	Female.	Male.	Female.		
1			2		3						
1 Rust Normal Institute.....	Huntsville, Ala.....	1870	D. S. Brandon.....	2	111	22	17	40	32	0	.....
2 Emerson Institute.....	Mobile, Ala.....	1873	Rev. Otis D. Crawford, superintendent.	8	350	15	21	124	190	0	.....
3 Alabama Baptist Normal and Theological School.	Selma, Ala.....	1878	Rev. W. H. McAlpin.....	6	126	37	26	32	31	2	1
4 Normal department of Talladega College.	Talladega, Ala.....	1889	Ira M. Buell, A. M., Ph. B.	3	48	26	23	.....	.....	0	.....
5 Southland College and Normal Institute.	Helena, Ark.....	1894	Henrietta S. Kittrell.....	8	277	14	20	121	122	0	.....
6 California Kindergarten Training School.	San Francisco, Cal. (64 Sullivan street).	1880	Mrs. Kate D. Smith Wiggins.....	14	14	.....	14	.....	.....	4	4
7 Pacific Kindergarten Normal School*.	San Francisco, Cal. (1711 Van Ness avenue).	1876	Miss Emma Marwedel.....	7	.....	.....	.....	.....	.....	8	8
8 Normal School in Colorado College.	Colorado Springs, Colo.....	.....	E. P. Tenney, president.	.....	224	(224)	.....	.....	.....	.....	.....
9 Normal department of Atlanta University.	Atlanta, Ga.....	1887	A. W. Farnham.....	.....	.....	(a)	.....	.....	.....	1	.....
10 Normal department of Clark University.	Atlanta, Ga.....	.....	Rev. E. O. Thayer, A. M., president.	2	124	.....	.....	.....	.....	.....	.....
11 Rome Normal School.	Rome, Ga.....	1868	Charles P. Wellman.....	2	200	30	20	75	75	.....	.....
12 Haven Normal School.	Waynesboro', Ga.....	1864	E. A. W. Kraus.....	8	125	.....	.....	.....	.....	.....	.....
13 Evangelical Lutheran Teachers' Seminary.	Addison, Ill.....	.....	T. J. Bassett, A. M.	.....	.....	.....	.....	.....	.....	.....	.....
14 Aurora Normal School b.	Aurora, Ill.....	.....	J. B. Dillo.....	13	275	150	125	.....	.....	5	.....
15 Northern Illinois Normal School.	Dixon, Ill.....	1881	H. W. Everett, A. M., president.	5	40	20	20	.....	.....	0	.....
16 Normal department of Euroka College.	Eureka, Ill.....	.....	A. M. Hansen, A. M., president.	.....	.....	.....	.....	.....	.....	.....	.....
17 Northern Illinois College and Normal School d.	Fulton, Ill.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Normal College.	Grayville, Ill.....	1879	Dimond & Harper.....	8	207	132	114	23	15	13	9
19 Morris Normal and Scientific School.	Morris, Ill.....	1878	Cook & Stevens.....	9	284	10	58	30	15	.....	.....
20 Teachers' Training School and School of Industrial Instruction.	Oregon, Ill.....	1879	E. L. Wells.....	4	122	10	58	30	15	.....	.....
21 Central Normal College.	Danville, Ind.....	1875	Frank P. Adams.....	10	847	647	200	.....	.....	107	50
22 Fort Wayne College, normal department.	Fort Wayne, Ind.....	1877	Rev. J. A. Kibbe.....	5	110	60	50	0	0	2	2
23 Richard Loomis Normal, Classical, and Training School.	Goshen, Ind.....	1874	David Moury.....	5	110	60	50	0	0	2	2

TABLE III.—PART 2.—Statistics of private normal schools for 1881, &c.—Continued.

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Graduates in the last year.	
					Total.	Normal.		Other.		Whole number.	Number who have engaged in teaching.
						Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12
58 Normal department of La Grange College*	La Grange, Mo.	1869	J. F. Cook, M. A., LL. D., president	(a)	(a)						
59 Santee Normal Training School	Santee Agency, Nebr.	1870	Alfred L. Riggs, A. M.	611	143	234		62	47		
60 Normal Kindergarten Class.	New York, N. Y. (109 W. 48th street.)	1878	Mary L. Van Wagenen		14	0	14			6	6
61 Normal Training School for Kindergarten Teach- ers.	New York, N. Y. (7 East 22d street.)	1872	Prof. John Kraus and Mrs. Maria Kraus-Rolfe.								
62 Graham Normal College	Graham, N. C.	1881	Rev. D. A. Long, A. M.	4							
63 Whitin Normal School	Lumberton, N. C.	1876	David P. Allen	41	83	23	7	26	27		
64 Shaw University	Raleigh, N. C.	1886	Rev. H. M. Tupper, A. M., pres't	69	211	120	91				
65 Theston Normal School	Wilmington, N. C.	1872	Miss Amy M. Bradley, principal	6	236						
66 Northwestern Ohio Normal School	Wilmington, N. C.	1865	Miss Anna C. Chandler	26	1,401	825	275	106	106	17	13
67 Ashland College Normal School	Ada, Ohio	1871	H. S. Lehr, A. M.	8	67	52	15				
68 Ashland College Normal School	Ashland, Ohio	1879	Elder R. H. Miller, president								
69 Ohio Central Normal and Kindergarten Training School.	Fayette, Ohio.	1872	John Ogden, M. A.								
70 Geneva Normal School	Geneva, Ohio	1868	James S. Gila, A. M.	7	111	25	27	32	27	18	7
71 National Normal University	Lebanon, Ohio	1885	Alfred Holbrook, president.	26	1,792	1,809	443	20	10	79	
72 Mansfield Normal College	Mansfield, Ohio	1878	L. Leavengood	6	375	200	175			2	
73 Western Reserve Normal School	Milan, Ohio	1882	B. R. Hall	3	74	18	12	33	11	0	0
74 Normal department of Mount Union College	Mount Union, Ohio	1846	O. N. Harbarn, LL. D., president	97	110	(110)		(a)	(a)	8	3
75 Ashland College and Normal School	Ashland, Oreg.	1879	Rev. Lowell L. Rogers, A. M.	4	61	29	32			7	4
76 The Brethren's Normal College	Huntington, Pa.	1878	W. J. Swigart, chair'n of faculty.	11	809	203	106			0	0
77 Lycoming County Normal School	Montoursville, Pa.	1876	John T. Reed	3	108	12	8	48	40	20	20
78 Lycoming County Normal School	Muncy, Pa.	1870	Charles Loe	9	142	94	4	6	1	12	10
79 Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (Filbert street, above 20th.)	1876	Ruth R. Burritt	1	18						

80	Institute for Colored Youth*	Philadelphia, Pa. (Balun-bridge street, west of 9th).	1873	Fanny M. Jackson.	291	13	20	83	105	10	7
81	Kindergarten Training Class	Philadelphia, Pa. (315 N. 35th street).	1881	Anna W. Barnard.						23	21
82	Philadelphia Training School for Kindergartners.	Philadelphia, Pa. (1333 Pine street).	1878	Mrs. M. L. Van Kirk.	5	22	22				
83	Pine Grove Normal Academy	Pine Grove, Pa. (Wolf Creek, P. O.).	1863	Isaac C. Keller.	9	422				7	6
84	Snyder County Normal Institute*	Sellersville, Pa.	1872	O. H. Bakes, E.	2	49	32	8	5	4	
85	Avery Normal Institute	Charlestown, S. C.	1865	W. L. Gordon	10	459	(160)		(299)		
86	Normal department of Brainerd Institute	Chester, S. C.	1874	Rev. Samuel Loomis	3	40	(40)			0	
87	Normal School of Clinfin University	Orangeburg, S. C.	1868	Rev. Edward Cooke, A. M., D. D.	14	128	54	22	35	17	2
88	Fairfield Normal Institute	Winnabow, S. C.	1869	Rev. Willard Richardson	4	348	40	30	158	32	82
89	Humboldt Normal Institute*	Humboldt, Tenn.	1880	John Neuhauser, A. M.	4	342	6	13	13	3	3
90	The Warner Institute	Jonesborough, Tenn.	1876	Yardley Warner	6	105	9	7	52	37	
91	Knoxville College	Knoxville, Tenn.	1875	Rev. J. S. McCulloch, D. D.	7	188	52	35	55	46	0
92	Frederick's Normal Institute	Maryville, Tenn.	1874	William P. Hastings	6	207	28	23	87	69	7
93	Maryville Normal and Preparatory School	Maryville, Tenn.	1878	Benjamin S. Coppock	4	199	32	43	48	76	5
94	Normal department of Maryville College.	Maryville, Tenn.		William A. Cate, D. D.	3	10	8	8	70	8	2
95	Le Moyne Normal Institute	Memphis, Tenn.	1872	A. J. Steele	2	284	82	70	62	70	8
96	Morrisstown Seminary	Morrisstown, Tenn.	1881	Rev. John Braden, D. D., presi- dent; David Mounry, principal.	3	109					
97	Central Tennessee College, normal department	Nashville, Tenn.	1866	Rev. D. W. Phillips, D. D.	4	149	71	78		4	
98	Nashville Normal and Theological Institute	Nashville, Tenn.	1866	Anna M. Cahill	6	166	93	73	(30)	26	18
99	Normal department of Fisk University*	Nashville, Tenn.	1866	James W. Terrill, president.	(a)					13	
100	Winchester Normal	Winchester, Tenn.	1878	Rev. W. E. Brooks, A. M.	4	252	20	11	(221)	0	0
101	Tillotson Collegiate and Normal Institute.	Austin, Tex.	1881	A. D. Wallace	5	101	41	60	0	2	2
102	American Normal School*	Kelleyville, Tex.	1878	Isaac W. Dunham, superintendent.	7						
103	Whitesboro' Normal*	Whitesboro', Tex.	1880	Jas. M. Carlisle, A. M., president.	3	87	3	3		6	0
104	Birmingham Training School*	Birmingham, Va.	1873	G. N. Earman	3	87	8	17	75	130	0
105	Bridgewater Normal School.	Bridgewater, Va.	1871	Rev. Giles Brodner Cooke	7	250	8	83	(A)	18	10
106	St. Stephen's Normal School.	St. Stephen, Va.	1867	Rev. N. C. Brackett, A. M.	8	170	87	9	8	9	3
107	Storer College	Harper's Ferry, W. Va.	1867	I. Keller	8	81	10	9			
108	Normal German-American Teachers' Seminary	Milwaukee, Wis. (643 Broadway.)	1878	Rev. William Neu	6	70	35	0	35	0	10
109	Catholic Normal School of the Holy Family	St. Francis, Wis.	1871	Mrs. Louise Pollock and Miss Snel Pollock.	2	9					
110	Kindergarten Normal Institute.	Washington, D. C.	1876	Rev. G. M. P. King, A. M., pres't.	3	97	3	8	59	28	0
111	Normal department of Howard University	Washington, D. C.	1867	Willey Lane, A. M.	5	110	51	23	5	2	12
112	Normal department of Wayland Seminary	Washington, D. C.	1866								

* From Report of the Commissioner of Education for 1890.

a No separate report for normal department (see Table LX).

b These are academic; there are also 10 instructors in the industrial department.

c Normal and theological.

d Assisted by 4 pupil teachers.

f Assisted by other college professors.

g This institute was chartered in 1876, and a primary school taught by Mrs. E. M. E. Garland appears to have been opened about that time under this name, but the institute proper was not opened to pupils until January, 1881.

h 39 of these are also in the theological department.

TABLE III.—PART 2.—Statistics of private normal schools for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; . . . indicates no answer.

Name.	Library.										Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Vocal.	Is music taught?	School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Number of educational journals and magazines taken.																	
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Rust Normal Institute.....			260		20	3	24	0	0	x	x	0	0	0	0	0	x	0	May.				
Emerson Institute.....	4	32	200		6		93	0	0	x	x	0	0	0	0	0	x	0	May 28.				
Alabama Baptist Normal and Theological School.....	3	32	400	100	20	5	8	0	0	x	x	0	0	0	0	0	x	0	May 27.				
Normal department of Talladega College.....	4	35	(b)		20		114	0	0	x	x	0	0	0	0	0	x	0	June 15.				
Southland College and Normal Institute.....	3, 4	38	3, 000	100	50	2	134	0	0	x	x	0	0	0	0	0	x	0	April 14.				
California Kindergarten Training School.....	1	45						x	x	x	x	0	0	0	0	0	x	0	May 28.				
Pacific Kindergarten Normal School.....	7	40	100	20	100	3	125	x	x	x	x	0	0	0	0	0	x	0	June.				
Normal School in Colorado College.....	35							x	x	x	x												
Normal department of Atlanta University.....	2, 4																						
Normal department of Clark University.....	4	38																					
Rome Normal School.....	4	32	200				8	0	0	x	x	x	x	x	x	x	x	x					
Evangelical Lutheran Teachers' Seminary.....	40	40	1, 000	25		0																	
August Normal School.....																							
Northern Illinois Normal School.....	4	50	1, 500	150	20	7	35	x	x	x	x	x	x	x	0	x	0	August 10.					
Normal department of Eureka College.....	3	40		0	0	0	34	0	0	x	x	x	x	x	0	x	0	May 27.					
Northern Illinois College and Normal School b.....																							
Normal College.....	44		560				32	x	x	x	x	x	x	x	0	0	x	0	June, 3d Thurs.				
Morris Normal and Scientific School.....	3	49	912		35	16	38-48	x	x	x	x	x	x	x	0	0	0	0	August 16.				
Teachers' Training School and School of Individual Instruction.....	52	52	150	25	50	3	52	0	0	x	x	x	x	x	0	0	0	0					
Central Normal College.....	1, 2, 3	48	2, 000	100	25	15	28	x	x	x	x	x	x	x	0	0	x	0	August.				
Fort Wayne College, normal department.....	5	12	0	0	0	4	10	0	0	x	x	x	x	x	0	0	x	0					
Elkhart County Normal, Classical, and Training School.....	5	12	0	0	0	4	10	0	0	x	x	x	x	x	0	0	x	0					

[illegible]

* From Report of the Commissioner of Education for 1890.

a Incidental fee.

^b No separate report for normal department (Table VI).

A department of Jennings Seminary (Table VI).

d Diplomas after one year of successful teaching.

See Table IX.

Includes report of Bellowood Seminary, with which the

Ken'ucky Presbyterian Normal School is associated.

For board, books, and tuition.

Diplomas after two years

For rent of scholarship.
Are authorized to conduct Kindergärten.

[illegible]

* From Report of the Commissioner of Education for 1890.

from a report of the Commissioner of Education for 1909.

a County superintendent examines and gives certificate which authorizes the holder to teach in schools of the county.

^bSee Table IX.

*Includes board and incidentals.

See Table XI.

TABLE III.—Memoranda.

Name.	Location.	Remarks.
San Francisco Kindergarten Training Class.....	San Francisco, Cal.....	See California Kindergarten Training School.
Chicago High School, normal department.....	Chicago, Ill.....	Reported as suspended in 1879, but was to have been reopened in September, 1880; was not, however, opened at any time in 1881.
Normal and Business School.....	Dover, Ill.....	Closed.
Northwestern German-English Normal School.....	Galeana, Ill.....	Name changed to German-English College, and institution transferred to Table VI.
La Grange County Normal School.....	La Grange, Ind.....	A summer normal having a six weeks' term.
Training School for Teachers.....	Davenport, Iowa.....	See normal department of the High School.
Eastern Iowa Normal School.....	Grandview, Iowa.....	Removed to Columbus Junction.
Normal department, Osakaloosa College.....	Osakaloosa, Iowa.....	No information received.
Normal department, Columbus College.....	Columbus, Ky.....	No information received.
Normal department, New Orleans University.....	New Orleans, La.....	No information received.
Peabody Normal School for Colored Students.....	New Orleans, La.....	No information received.
Whitworth College and Normal School.....	Brookhaven, Miss.....	Normal department not in operation during the year 1881.
Northwest Normal.....	Oregon, Mo.....	Only the high school department of the public schools of Oregon.
American Kindergarten Normal School.....	New York, N. Y.....	No information received.
Bennett Seminary.....	Greensboro, N. C.....	Has no normal department; see Tables VI and XI.
Ray's Normal Institute.....	Kernersville, N. C.....	No information received.
St. Augustine's Normal School.....	Raleigh, N. C.....	No information received.
Normal College.....	Gallipolis, Ohio.....	Closed.
Millersburg Normal School.....	Millersburg, Ohio.....	No information received.
Wilberforce University, normal department.....	Wilberforce, Ohio.....	No information received.
Ohio Central Normal and Kindergarten Training School.....	Worthington, Ohio.....	Removed to Fayette.
Ohio Free Normal School (Antioch College).....	Yellow Springs, Ohio.....	Suspended.
Oregon Normal School.....	Monmouth, Oreg.....	Suspended for the session of 1890-'91.
Shoakleyville Normal Academy.....	Shoakleyville, Pa.....	Closed.
Yorktown Normal School.....	Yorktown, Tex.....	An advanced primary school.
Shenandoah Valley Normal School.....	Strasburg, Va.....	No information received.
Concord State Normal School.....	Concord Church, W. Va.....	No information received.

STATISTICAL TABLES.

TABLE IV.—Statistics of commercial and business colleges for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.		Total number of students, excluding duplicate enrollments.	Number of students.					
					Male.	Female.		Total.	Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Howard College Business School	Marion, Ala.	1842	1842	James T. Murfee, LL. D., pres't.	5	0	130	130	130	0	0	0	0
Los Angeles Business College	Los Angeles, Cal.		1875	E. C. Atkinson	4	2	147	120	101	19	27	27	
Sacramento Business College	Sacramento, Cal. (719 I st.)		1872	Brother Bettelin	6		60	60	60	60			
Business department of St. Mary's College*	San Francisco, Cal.	1872	1863	E. P. Heald	11	3	518	518	466	52			
Heald's Business College*	San Francisco, Cal.		1864	W. E. Chamberlain, jr.	4	1	123	101	100	1	22	22	0
Pacific Business College*	San Francisco, Cal. (320 Post street).		1865	Hermann B. Worcester	4	2	132	108	102	6	24	15	9
Garden City Commercial College	San Jose, Cal. (Box 490)	0	1861	Rev. John Pinasco, S. J.	3	0	89	89	89	0			
Commercial department of Santa Clara College.	Santa Clara, Cal.	1855	1851	W. A. Long	1		3						
Commercial department of Pacific Methodist College.	Santa Rosa, Cal.												
Hannan's Hartford Business College	Hartford, Conn.	0	1877	T. W. Hannum	3		149	100	88	12	49	48	1
Moore's Business University	Atlanta, Ga.		1858	B. F. Moore, president	5		267	267	265	2			
Cuthbert Commercial College*	Cuthbert, Ga.		1879	Prof. B. C. Adams	2		41				0	0	0
Commercial department of Hedding College.	Abingdon, Ill.	1875	1853	J. R. King	3		58	58	36	22			
College of Commerce, Illinois Wesleyan University.	Bloomington, Ill.	1850	1880	J. George Cress, A. M.	3		262	219			43		
Evergreen City Business College*	Bloomington, Ill.		1875	Marquand & Baker	3	1	275	200	165	35	75	60	15
Western Normal College and Commercial Institute.	Bushnell, Ill.		1881	L. F. Moss, M. S.									
Chicago Athenaeum & Commercial course of St. Ignatius College.	Chicago, Ill. (413 W. Twelfth street).	1873	1871	Edward I. Galvin, sup't	4	1	764	201			563		
Metropolitan Business College*	Chicago, Ill. (149-153 State street).	1870	1870	Rev. James M. Hayes.	4	0	124	124	124	0	0		
Souder's Chicago Business College.	Chicago, Ill. (278 W. Madison street).				5	0	130						
	Chicago, Ill. (149-153 State street).				5	0	130						
	Chicago, Ill. (278 W. Madison street).				6		380	258	218	40	122	102	20
	Chicago, Ill. (278 W. Madison street).		1872	J. J. Souder									

44	Clinton Business College	Clinton, Iowa	1870	W. H. Pearce	2	120	81	74	7	89	37	2
45	Davenport Business College	Davenport, Iowa	0	D. R. Lillbridge and W. H. Valentine	13	613	613	593	20	.....	.....	.....
46	Baylies' Commercial College	Dubuque, Iowa	1859	C. Baylies	5	2	348	246	21	36	220	190
47	Hurd's National Business College of Upper Iowa University	Fayette, Iowa	1867	H. E. Hurd	2	2	6128	128	91	37	.....	30
48	Iowa City Commercial College	Iowa City, Iowa	1865	F. R. & J. H. Williams	5	0	130	90	80	10	40	40
49	Miller's Great Mercantile College	Keokuk, Iowa	1859	Wm. H. Miller	5	2	375	320	307	13	55	55
50	Ottumwa Business College	Ottumwa, Iowa	1871	W. D. Strong	2	2	60	59	50	9	29	23
51	Mt. Pleasant Business College	Richmond, Iowa	1878	A. Marquand	1	.....	45	45	35	10	.....	6
52	Whitlier College Normal and Business Institute	Salmon, Iowa	1867	J. W. Coltrane, A. B. pres't.	5	.....	45	.....	.....	.....	.....	.....
53	Lawrence Business College	Lawrence, Kansas	1869	V. F. Boor and E. L. McIlhenny	3	2	268	218	143	75	50	33
54	Cruzen's Commercial College	Leavenworth, Kansas (609 Cherokee street).	.....	J. H. Cruzen	1	1	30	30	29	1	30	29
55	Western Business College	Topeka, Kansas	1867	M. A. Pond	1	.....	134	134	108	26	.....	0
56	Commercial department of Kentucky Military Institute	Farmdale, Ky	1847	Prof. Robt. H. Wildberger	3	.....	26	26	28	.....	0	0
57	Commercial College of Kentucky University	Lexington, Ky	.....	Wilbur R. Smith, president; James Ferrier, principal; J. W. Blackman	5	.....	194	194	194	.....	10	10
58	Louisville Bryant & Stratton Business College	Louisville, Ky. (80 Main st.)	0	James Ferrier and W. T. Burks	4	0	290	144	137	7	116	116
59	J. W. Blackman's Commercial College	New Orleans, La. (121 Caroline street)	1862	J. W. Blackman	3	.....	45	82	30	2	13	13
60	Soulé's Commercial College and Literary Institute	New Orleans, La. (cor. St. Charles and Lafayette streets)	1861	George Soulé	8	0	321	243	243	0	78	78
61	Dirigo Business College and Telegraph Institute	Augusta, Me. (Water street)	1867	R. B. Capon	2	.....	273	180	145	35	133	82
62	East Maine Conference Seminary Commercial College	Bucksport, Me.	1851	J. F. Knowlton	3	2	275	275	.....	.....	.....	51
63	Rockland Commercial College	Rockland, Me	1879	G. A. Kilgore	5	2	290	206	119	87	84	46
64	Oak Grove Commercial College	Vassalborough, Me	1875	Frank A. Appleton	2	1	60	60	46	14	0	0
65	Eaton & Burnett's Business College	Baltimore, Md.	1878	A. H. Eaton and E. Burnett	10	0	560	310	310	0	250	250
66	Sadler's Bryant & Stratton Business College	Baltimore, Md. (6 and 8 N. Charles street)	1864	W. H. Sadler, president	12	0	578	365	363	3	213	213
67	Bryant & Stratton Commercial School	Boston, Mass. (608 Washington street)	0	H. E. Hibbard	9	5	494	494	450	44	.....	.....
68	Comer's Commercial College	Boston, Mass. (666 Washington street)	1840	Charles E. Comer	7	2	350	.....	.....	.....	.....	.....
69	French's Business College	Boston, Mass. (459 Washington street)	1848	Charles French, A. M.	3	1	147	132	109	28	15	12
70	Sawyer's Commercial College	Boston, Mass. (161 Tremont street)	0	George A. Sawyer	3	1	128	128	97	31	.....	.....
71	Holmes' Commercial College	Fall River, Mass.	1858	F. A. Holmes	2	1	59	24	20	4	35	28
72	Chickering's Commercial College and School of Business	Pittsfield, Mass	0	Benjamin Chickering	2	.....	49	25	21	4	24	17
73	Hinman's Business College	Worcester, Mass	1890	A. H. Hinman	.....	.....	.....	.....	.....	.....	.....	.....
74	Battle Creek Business College	Battle Creek, Mich.	1874	Charles W. Stone	2	.....	72	40	39	1	32	19
75	Goldsmith's Bryant & Stratton Business University	Detroit, Mich.	1850	J. H. Goldsmith	6	0	342	214	185	29	128	123
76	Mayhew Business College	Detroit, Mich. (156 Jefferson avenue)	1859	Ira Mayhew, LL. D.	5	3	170	140	108	82	85	60

* From Report of Commissioner of Education for 1880. b No separate report of this school. (See report of normal school with which it is associated, Table III, Part 2. c 62 were students in penmanship only. d Associated with this institution is Peirce's Normal Penmanship Institute. e Since succeeded by J. M. Allen, A. M. f At Taunton; removed to Fall River in 1863.

REPORT OF THE COMMISSIONER OF EDUCATION.

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students.				Number of students.			
								Total number of students, exclusive of duplicate enrollments.	In day school.		In evening school.	In day school.		In evening school.	
									Total.	Male.		Total.	Male.	Total.	Female.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
77	Grand Rapids Business College and Practical Training School.	Grand Rapids, Mich.	0	1886	C. G. Swensberg	2	175	175	175	150	25	...	...	...	...
78	Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich.	1855	1886	Alexander C. Rideout, LL. D.	2	173	173	173	145	28	...	...	...	...
79	Poucher Business College and Literary Institute	Ionia, Mich.	...	1877	Irvin M. Poucher	3	94	94	94	66	28	...	...	...	...
80	Jackson Business College	Jackson, Mich.	...	1871	G. M. Devlin	2	108	108	76	66	10	32	25	7	...
81	Kalamazoo Business College	Kalamazoo, Mich.	1869	1869	William F. Parsons	2	120	100	90	10	20	15	5	...	...
82	Lansing Business College	Lansing, Mich.	...	1867	H. P. Bartlett	1	0	83	73	60	13	10	7	3	...
83	Curtiss Business College	Minneapolis, Minn.	...	1875	C. C. Curtiss, A. M., president	47	...	...	...	...	...	...	...	...	...
84	Darling's Business College	Rochester, Minn.	0	1879	D. Darling	2	179	127	120	7	52	43	9	...	...
85	Curtiss Business College	St. Paul, Minn.	...	1879	C. C. Curtiss, A. M., president	2	0	75	45	40	5	30	27	3	...
86	Winona Business College	Winona, Minn.	...	1878	R. A. Lambert	10	0	120	120	120	0	0	0	0	...
87	St. Stanislaus Commercial College	Bay St. Louis, Miss.	1870	1865	Brother Flornmond	2	30	30	30	30	...	...	...	...	...
88	Cooper's Business College (Cooper Institute)	Daleville, Miss.	...	1872	A. C. Cooper	2	...	...	...	...	...	...	...	...	...
89	Chambers' Business College	Harperville, Miss.	...	1864	Thomas J. Bryant, A. M., LL. B., president.	3	156	156	147	9	0	0	0	0	...
90	Bryant's Business College	St. Joseph, Mo.	...	1864	Thomas J. Bryant, A. M., LL. B., president.	3	...	...	...	...	...	...	...	...	...
91	Ritner's Commercial College	St. Joseph, Mo. (cor. Fourth and Felix streets).	...	1867	P. Ritner, president.	10	181	...	...	...	...	...	...	...	...
92	St. Joseph Commercial College	St. Joseph, Mo.	1872	1867	Brother Arhemian	4	95	60	45	15	35	22	13	...	...
93	St. Joseph Normal Business College	St. Joseph, Mo.	1880	1880	T. C. Chapman	8	2	434	360	265	55	74	73	1	...
94	Bryant & Stratton Business College	St. Louis, Mo.	1861	1864	W. M. Carpenter, M. D.	7	0	151	151	151	0	0	0	0	...
95	Commercial department of St. Louis University	St. Louis, Mo.	1832	1829	Rev. Joseph E. Keller, M. J., president.	...	...	...	...	...	...	...	...	...	...
96	Franklin Institute	St. Louis, Mo. (s. w. corner Fourth and Market sts.)	...	1877	John W. Johnson, president.	0	0	255	177	158	10	78	70	8	...
97	Johnson's Commercial College	St. Louis, Mo. (210 and 212 N. Third street).	1877	1877	John W. Johnson, president.	0	0	255	177	158	10	78	70	8	...
98	Jones' Commercial College	St. Louis, Mo.	1849	1841	Jonathan Jones	6	1	268	268	250	14	(c)	(c)	(c)	(c)

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99	Mound City Commercial College.....	St. Louis, Mo. (210 N. Fourth street).	1861	1839	Thomas A. Rice, A. M., LL. B., president.	7	0	305	195	195	110	110
100	Great Western Business College.....	Omaha, Neb.	1873	1873	Prof. George R. Rathbun	2	.....	120	90	80	10	63	60	3
101	School of Practice.....	Fitchville, N. H.	1879	1879	J. H. Larr	4	1	60	60	40	20	.....	.....	.....
102	Gaskell's Bryant & Stratton Business College*	Fitchville, N. H.	1865	1865	William Horon, Jr.	2	.....	80	45	30	15	35	18	17
103	New Hampton Commercial College *	New Hampton, N. H.	1877	1877	Rev. A. B. Meservy, A. M., Ph. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	Commercial College.....	Portsmouth, N. H.	1873	1873	Lewis E. Smith	3	.....	.....	.....	.....	.....	.....	.....	.....
105	Elizabeth Business College.....	Elizabeth, N. J. (315, 322, Jefferson avenue).	1873	1873	James H. Lansley, Ph. D.	3	2	120	80	65	15	40	38	2
106	Gaskell's Jersey City Business College.....	Jersey City, N. J.	1879	1879	Prof. G. A. Gaskell	3	.....	100	60	50	10	40	33	7
107	Coleman's Bryant & Stratton Business College *g	Newark, N. J.	1863	1863	.....	11	2	315	180	161	19	135	108	27
108	New Jersey Business College.....	Newark, N. J. (764 and 766 Broad street).	1874	1874	C. T. Miller and W. E. Drake.	6	.....	275	140	120	20	135	125	10
109	Peterson Business College.....	Peterston, N. J.	1876	1876	Geo. W. Latimer	1	.....	200	101	95	6	90	96	3
110	Business College.....	Salem, N. J.	0	1887	H. P. Davidson, A. M.	1	3	19	19	14	5	.....	.....	.....
111	Capital City Commercial College.....	Trenton, N. J.	1865	1865	Andrew J. Rider	7	.....	246	136	130	6	170	106	1
112	Polson's Business College*	Albany, N. Y.	1857	1857	G. E. Cashart	4	1	235	142	139	3	93	90	3
113	Brown's Business College*	Brooklyn, N. Y. (304, 306 Fulton street).	1849	1849	T. R. Browne	6	.....	456	302	273	29	154	123	31
114	Claghorn's Bryant & Stratton Commercial School.	Brooklyn, N. Y. (38-44 Court street).	1861	1861	Charles Claghorn	3	0	195	195	190	5	0	0	0
115	French's Business and Telegraph College.....	Brooklyn, N. Y. (311 Fulton street, corner Johnson).	1868	1868	Geo. W. French, LL. B.	3	1	133	81	39	42	52	41	11
116	Wright's Business College.....	Brooklyn (E. D.), N. Y.	0	1873	Henry C. Wright	6	1	343	174	159	15	169	152	17
117	Bryant's Buffalo Business College*	Buffalo, N. Y. (corner Main and Seneca streets).	1852	1852	J. C. Bryant & Son.	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	Commercial department of St. Joseph's College*	Buffalo, N. Y.	1861	1861	Brother Idreastan	4	.....	103	83	83	.....	20	20	.....
119	Allen Business College.....	Elmira, N. Y.	1880	1880	F. M. Allen	4	.....	96	84	80	4	12	8	4
120	Elmira Business University.....	Elmira, N. Y.	0	1888	A. J. Warner	2	0	75	51	51	.....	24	24	.....
121	Geneva Business College.....	Geneva, N. Y.	1880	1880	Amos E. Mackey	1	.....	80	22	20	2	8	6	2
122	Elmwood Commercial and Select School.....	Glen's Falls, N. Y.	.....	.....	James N. Whipple	(A)	(A)	(A)	(A)	(A)	.....	.....	.....	.....
123	Cady & Walworth's Business College.....	New York, N. Y. (90 E. Fourteenth street).	1873	1873	C. E. Cady	3	.....	298	168	157	11	130	130	.....
124	Commercial department of the College of St. Francis Xavier.	New York, N. Y. (49 W. Fifteenth street).	1847	1847	Rev. Samuel H. Frisbee, S. J., president.	3	.....	.....	.....	.....	.....	.....	.....	.....
125	Peckard's Business College.....	New York, N. Y. (805 Broadway).	0	1868	S. S. Packard	8	1	450	430	410	20	.....	.....	.....
126	Paine's Business College.....	New York, N. Y. (62 Bowery, corner Canal st.).	0	1849	Martin S. Paine.	3	2	428	278	249	39	150	125	25
127	Paine's Up-town Business College.....	New York, N. Y. (1313 Broadway, cor. Thirty-fourth st.).	.....	1872	Martin S. Paine.	2	1	366	241	216	25	125	108	17
128	Eastman National Business College.....	Poughkeepsie, N. Y.	1869	1869	Ezra White	14	.....	1,261	1,149	1,143	6	202	197	5
129	Rochester Business University.....	Rochester, N. Y. (cor. State and Market sts.).	0	1863	L. L. Williams, president	6	0	525	449	396	53	76	61	15
130	Taylor & Co.'s Business College.....	Rochester, N. Y.	1876	1876	A. J. Taylor	2	1	251	88	75	13	163	146	17

* From Report of the Commissioner of Education for 1880. *d* Opened at Wilmet, N. H., in 1876.

a Including those in the branch in St. Paul.

Branch of the Curtiss Business College at Minneapolis

^a Reported with academic department; see Table VI.

SECRET

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.					
							In day school.		In evening school.			
							Total.	Male.	Total.	Male.	Total.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13
131 Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y. (Grand Opera House).	0	1885	C. P. Meads	4	1	147	104	93	11	62	58
132 Troy Business College.	Troy, N. Y.	1871	1883	Thos. H. Shields	4		205	125	120	5	80	78
133 Watertown Business College.	Watertown, N. Y.	1881	1881	Thomas Powers	2		64	37	28	9	27	21
134 Commercial department of Wake Forest College.	Wake Forest, N. C.	1835	1868	L. R. Mills, A. M.	1							6
135 Akron Business College.	Akron, Ohio		1866	O. S. Warner, A. M.	1		56	25	24	1	31	30
136 Commercial department of Ashland College.	Ashland, Ohio	1880	1879	Frank P. Foster	1		19	19	19			
137 Canton Business College.	Canton, Ohio	0	1872	M. W. Oberlin	3		87	20	14	6	67	63
138 Commercial department St. Xavier College.	Cincinnati, Ohio	1642	1831	J. J. Coughlin	5		100	100	100			
139 Hoeg's Private Commercial School.	Cincinnati, Ohio (77 W. Sixth street)		1880	W. R. Hoeg	1		325					
140 Nelson's Business College	Cincinnati, Ohio (s. e. cor. Fourth and Vine streets).		1856	Richard Nelson, president.	9							
141 Nelson's Ladies' Business College.	Cincinnati, Ohio		1860	Miss Ella Nelson	3							
142 Queen City Commercial College.	Cincinnati, Ohio (n. w. cor. Fifth and Walnut streets).		1874	Henry A. Faber	4		600	104	98	6	70	70
143 Spencerian Business College.	Cleveland, Ohio (cor. Superior and Seneca streets).	0	1852	Piatt R. Spencer and E. R. Felton.	9							
144 Sprague's Law and Business College d.	Clyde, Ohio.		1878	Wm. H. Sprague	3		6174					
145 Capital City Commercial College.	Columbus, Ohio		1878	Woodruff & Cooper	3		235	175	150	25	50	40
146 Columbus Business College.	Columbus, Ohio.		1863	Edmund J. H. Duncan	2		104	104	90	14	54	45
147 Miami Commercial College.	Dayton, Ohio		1860	A. D. Will	4		220					
148 Mansfield Business Institute.	Mansfield, Ohio.	0	1881	W. A. Frazer	2		63	25	20	5	37	30
149 Business department of Mt. Union College.	Mt. Union, Ohio.			O. S. Hartshorn, L. D., president	4		234	234				
150 Oberlin Commercial Institute.	Oberlin, Ohio		1880	Uriah McKee	1		63	63	50	13		
151 Nelson's Springfield Business College.	Springfield, Ohio.	1881	1881	R. J. Nelson	2							
152 Van Sickle's Business College.	Springfield, Ohio		1871	J. W. Van Sickle, A. M., M. D., Ph. D.	1		38	12	7	5	26	25
153 Toledo Business College	Toledo, Ohio		1863	G. E. Detweiler	4		207	163	140	23	144	117

	Youngstown, Ohio.....	1873	Jas. H. Cook.....	3	1	176	127	91	26	49	38	11
154	Youngstown Business College and Institute of Penmanship.											
155	Zanesville Business College											
156	Portland Business College.....	1866	F. M. Chogrull and H. B. Parsons.	2		150	115	105	10	35	30	5
157	Allentown Business College.....	1866	A. F. Armstrong.....	2		170	100	70	30	70	50	20
158	Commercial course in St. Vincent's College.*	1870	W. L. Blackman..... Rt. Rev. Boniface Wimmer, O. S. B., president.	2		93	74	70	4	19	16	3
159	Commercial department in Trach's Academy*.	1873	R. H. Trach.....	5		5						
160	Kennas' Business College*.....	1873	Walter P. Gregory.....	3		130	78	71	7	53	47	5
161	Pennsylvania Business College.....	1873	J. N. Curry.....	2		84	84	84				
162	Wyoming Commercial College.....	1863	Rev. L. L. Sprague, A. M.	2		65	60	50		15	13	2
163	Lancaster Commercial College.....	1860	Weidler & Mosser, proprietors	4		95	95	75	20			
164	Bryant, Stratton and Smith Business College*.	1865	A. W. Smith.....	4	1	600						
165	Bryant & Stratton Business College.....	1867	J. E. Soule.....	11								
166	Cittenden Philadelphia Commercial College.....	1844	John Groesbeck.....	9		338						
167	Petrie College of Business.....	1865	Thomas May Petree, M. A.....	10		657	304	346	48	263	249	14
168	Select Commercial School.....	1875	C. E. Pond.....	1		37				37	25	12
169	Curry Institute and Union Business College.....	1860	P. Duff & Sons.....									
170	Duff's Mercantile College.....	1860	E. C. A. Becker.....	1	0							
171	Hinman's Pottsville Business College.....	1875	Jos. Yeoller, Jr.....	1		21				21	18	3
172	Foeller's Commercial School.....	1881	H. C. Clark.....	2	1	124	78	72	6	46	41	5
173	Clark's Commercial College.....	1881	Rev. N. R. Ince.....	2		50	40	33	12			
174	Luce's Business College.....	1876	F. E. Wood.....	5		233	145	150	10	148	140	8
175	Williamsport Commercial College.....	1865	Theodore B. Stowell.....	6		275	280	205	25	45	3	42
176	Providence Bryant & Stratton Business College.	1863										
177	Schofield's Commercial College.....	1846	Albert G. Schofield.....	4	1	190	165	151	14	34	23	6
178	Rehm's Chattanooga Commercial College.....	1875	Jeremiah Rehm.....	1								
179	Goodman's Business College.....	1881	Frank Goodman.....	3	0	75	29	29	0	46	46	0
180	Knoxville Business College and Telegraphic Institute.	1880	Joseph W. Jones.....	3								
181	Leddin's Business College.....	1867	T. A. Leddin.....	2		190	160	164	5	62	62	0
182	Goodman's Business College.....	1865	Frank Goodman.....	1		119	119	119				
183	Commercial department of Burritt College.....	1880	T. W. Comer.....	1	0	47	47	44		0	0	0
184	Fort Worth Business College.....	1879	F. P. Frenitt.....	2	1	164	164	141	23	66	65	
185	Island City Business College.....	1878	John Jos and J. M. Beniah.....	2	1	132	132	114	13			
186	Livingston's Galveston Business College.....	1877	Edward Livingston, A. M.....	2	1	71	62	51	11	9	9	
187	Scherrer's Business College.....	1881	Eugene E. Scherrer.....			52						
188	Commercial School, Southwestern University.....		R. F. Young, A. M., professor in charge.									
189	Commercial College of Trinity University.....	1870	William Hudson.....			25	25	23	2			

* From Report of the Commissioner of Education for 1880.
 † The Morse Telegraph Institute is connected with this school.
 ‡ As Oberlin Commercial Institute.
 § See report of Trach's Academy and Commercial School, Table VI.
 ¶ Students included in report of Goodman's Business College, Nashville, Tenn.
 † Includes students in Goodman's Business College, Knoxville, Tenn.

This number may include some duplicates.

TABLE IV.—Statistics of commercial and business colleges for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrolments.	Number of students.			
								In day school.		In evening school.	
								Total.	Female.	Total.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
190 Waco Business College.....	Waco, Tex.	.....	1881	R. H. Hill	2	1	50	80	28	2	30
191 Queen City Commercial College.....	Burlington, Vt.	.....	1878	G. W. Thompson	1	1	125	125	107	18	21
192 Old Dominion Business College.....	Richmond, Va.	.....	1867	Geo. M. Nicol	1	1	44	23	23	8	31
193 National Business College.....	Wheeling, W. Va.	1868	1860	J. M. Frasher & Co.	4	1	90	60	53	8	30
194 Fond du Lac Commercial College.....	Fond du Lac, Wis.	.....	1866	S. D. Mann	1	1	180	102	60	43	28
195 Green Bay Business College.....	Green Bay, Wis.	.....	1866	Clarence A. Murrell	2	2	125	105	83	23	90
196 Silabee Business College.....	Janesville, Wis.	1877	1866	J. B. Silabee	4	1	168	63	62	1	45
197 La Crosse Business College.....	La Crosse, Wis.	.....	1868	J. L. Wallace	2	0	170	170	165	5	(a)
198 Northwestern Business College.....	Madison, Wis.	0	1865	R. G. Denning & J. C. Proctor	2	2	280	324	173	51	36
199 Spencerian Business College.....	Milwaukee, Wis.	1870	1863	Robert C. Spencer	3	1	233	153	145	18	70
200 Oshkosh Business College.....	Oshkosh, Wis.	.....	1867	W. W. Duggett	2	0	285	194	161	35	59
201 St. Francis Station, Wis.	St. Francis Station, Wis.	0	1871	Rev. Wm. Neu	0	0	45	45	45	0	0
202 Commercial department of University of Washington Territory.*	Seattle, Wash. Ter.	.....	.....	C. M. Anderson	3	3	19	19	13	6	.....

* From Report of the Commissioner of Education for 1880.

a Same students in day and evening schools.

TABLE IV.—Statistics of commercial and business colleges for 1881, &c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of even- last year.	Annual charge to each stu- dent for tuition.			
	In phonography.						Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.					Whole number.	Increase in the last school year.	
	15	16	17	18	19																				
1						20	x	x	x	x	x	x	x	x	x	x	x	x	1,200	0	84	40	9	\$35	
2						18	x	x	x	x	x	x	x	x	x	x	x	x	75			40	50	50	
3						18	x	x	x	x	x	x	x	x	x	x	x	x	850		12	52	12	\$75	
4						20	x	x	x	x	x	x	x	x	x	x	x	x	3,000	150	40	48			
5						20	x	x	x	x	x	x	x	x	x	x	x	x			6-24	52	0	100	
6						2	x	x	x	x	x	x	x	x	x	x	x	x	50	0	8	52	12	140	
7						5	x	x	x	x	x	x	x	x	x	x	x	x	75		114	46	6	115	
8						15	x	x	x	x	x	x	x	x	x	x	x	x	(b)	50	40	44		(b)	
9						18	x	x	x	x	x	x	x	x	x	x	x	x						60	
10						18-30	x	x	x	x	x	x	x	x	x	x	x	x				47	7	100	
11						22	x	x	x	x	x	x	x	x	x	x	x	x	75	75	12	51		\$40, 60	
12						16	x	x	x	x	x	x	x	x	x	x	x	x			12	10	38	0	\$30
13						17	x	x	x	x	x	x	x	x	x	x	x	x			9	40		60	
14						5	x	x	x	x	x	x	x	x	x	x	x	x			12	52	6	45	
15						31	x	x	x	x	x	x	x	x	x	x	x	x							
16						17	x	x	x	x	x	x	x	x	x	x	x	x							
17						12-40	x	x	x	x	x	x	x	x	x	x	x	x	1,200		19	40		\$65	
18						15	x	x	x	x	x	x	x	x	x	x	x	x	(b)	(b)	19	40		40	
19						0	x	x	x	x	x	x	x	x	x	x	x	x							
20						19	x	x	x	x	x	x	x	x	x	x	x	x			12	52	8	\$2, 80	
21						19	x	x	x	x	x	x	x	x	x	x	x	x	1,100	50	114	50		28	
22						19	x	x	x	x	x	x	x	x	x	x	x	x			20	40			
23						18	x	x	x	x	x	x	x	x	x	x	x	x	150	4	10	48	6	60	

* From the Report of the Commissioner of Education for 1880.
 b For terms of 3 and 6 months.
 c For scholarship.

* See report of classical department (Table IX).
 b For terms of 3 and 6 months.
 c For scholarship.

* Athensium Business School is a department of this institution.
 f For Athensium Business School.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Number of students.					Average age of students.	Branches taught.										volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.		
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.					Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
24 Jacksonville Business College and English Training School.	10	16				19.8	x	x	x	x	x	x	x	x	x	x	x	x	496		20	42	6	\$18.46.70
25 Joliet Business College and English Training School.						15	x	x	x	x	x		0	x	x	x			15,000		31	44	11	50
26 Commercial department of McKendree College*			10			18	x	x	x	x	x		x	x	x		x		(a)	(a)	31	40		40
27 Commercial department of Mt. Morris College.	0	0	0	0	0	20	x	x	x	x	x		x	x	x				(a)	(a)	10	40		35
28 Onarga Commercial College*	2	7				18	x	x	x	x	x		x	x	x				1		12	50	4	60
29 Parish's Business College and Telegraphic Institute.							x	x	x	x	x		x	x	x						9-12	10		40
30 Chadlock College of Law and Commerce.	21	4				19	x	x	x	x	x		x	x	x						9-12	10		30
31 Gem City Business College.	20					19	0	x	x	x	x	0	x	x	x				100		10	50	54	60
32 Rockford Business College.						19	x	x	x	x	x		x	x	x				300		12	50	7	50
33 Springfield Business College.						20	x	x	x	x	x		x	x	x				100		6	48	6	65
34 Sterling Business and Phonographic College.	26					18	x	x	x	x	x	0	x	x	x						6	52	9	60
35 Evansville Commercial College.						20	x	x	x	x	x	0	x	x	x						6	52	9	60
36 Maumee Business College.	20					18	x	x	x	x	x	0	x	x	x				355	50	6	42	6	35
37 Indianapolis Bryant & Stratton Business College and Telegraph Institute.	60	81	120	13	0	18	x	x	x	x	x	0	x	x	x				0	0	36	52	12	62.5-70
38 Star City Business College.	4	3	0	0	0	38		0	0	0				x	x				0	0	46	7		60
39 Hall's Business College.	15					19	x	x	x	x	x			x	x				100	0	6	36		61.1
40 Commercial department of the University of Notre Dame.	40	16	70	12	5		x	x	x	x	x			x	x				(a)					
41 Terre Haute Commercial College.			20	2	0	21	x	x	x	x	x		x	x	x				500		10			640
42 Northern Indiana Commercial College.							x	x	x	x	x		x	x	x									
43 Commercial Institutes.							x	x	x	x	x		x	x	x									
44 Clinton Business College.							x	x	x	x	x		x	x	x									
45 Davenport Business College.	23		75			18	x	x	x	x	x		x	x	x						6	48		640
46 Bayless Commercial College.						18	x	x	x	x	x		x	x	x						12	48	4	60
47 Ford's National Business College of Upper Iowa University.	4	6	4			19	x	x	x	x	x		x	x	x				300	20	6	62		76

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48	Iowa City Commercial College	10	78	8																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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* From Report of the Commissioner of Education for 1880. f For term of three months.

† See report of classical department (Table IX).

‡ For term of six months.

§ For life scholarship.

|| For commercial course.

¶ Time unlimited.

g For term of normal school with which this school is associated, Table III, Part 2.

h For scholarship.

i Also international law.

k Associated with this institution is Peirce's Normal

l For life membership.

m Semiannual charge for day school; \$30 for evening school.

TABLE IV.—Statistics of commercial and business colleges for 1881, &c.—Continued.

NOTE.—The branches taught are indicated by 'x'.

Name.	Number of students.				Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charges to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.		In Spanish.	Common English and correspondence.	Pennmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Darling's Business College.....			0	0	0	19	x	x	0	x	x	0	x	x	x	x	x	0	275		6-12	48	6	870
Curtiss Business College ^a						20	x	x	x	x	x	x	x	x	x	x	x		150	25	6, 8	6	20	840
Winona Business College.....	0	0	0	0	0	14	x	x	x	x	x	x	x	x	0	x	0	0	1,200	35	50	40	0	50
St. Stanislaus Commercial College.....	0	0	0	0	0	18	x	x	0	x	x	0	x	x	x	x	0	0			31	52	6	640
Cooper's Business College (Cooper Institute).....	0	0	0	0	0	18	x	x	0	x	x	0	x	x	x	x	0	0			31	52	6	640
Chambers' Business College.....	0	0	0	0	0	18	x	x	x	x	0	0	x	x	x	x	0	0	1,200	100	12	52		35
Bryant's Business College.....			17	0	0	18	x	x	x	x	x	0	x	x	x	x	x	0						
Ritter's Commercial College.....			50	3		15	x	x	x	x	x	0	x	x	x	x	0	0	1,500		10	44		16-40
St. Joseph Commercial College.....		6				19	x	x	x	x	x	0	x	x	x	x	0	0	150	48	6	48	6	75
St. Joseph Normal Business College.....	13	68				19	x	x	x	x	x	0	x	x	x	x	x	x	(6)		10	40	0	60
Bryant & Stratton Business College ^a	0	20	43	20	0	14	x	x	x	x	x	x	x	x	x	x	x	x						715
Commercial department of St. Louis University ^a							x	x	x	x	x	x	x	x	x	x	x	0	0	0	(9)	52	9	
Franklin Institute.....	16	0	12	0	3	18	x	x	x	x	0	0	x	x	x	x	0	0	250		8-12	52	8	850
Johnson's Commercial College.....		0	0	0	0	18	x	x	x	x	x	0	x	x	x	x	0	0	245		8-12	52	6	10-70
Jones' Commercial College ^a						18	x	x	x	x	x	x	x	x	x	x	x	x			12	48	6	50
Mount City Commercial College.....	10		6			17	x	x	x	x	x	x	x	x	x	x	x	x			10	40	0	40
Great Western Business College.....	12	12				19	x	x	x	x	x	x	x	x	x	x	x	x				52	0	100
School of Practical.....						17	x	x	x	x	x	x	x	x	x	x	x	x						
Gaskell's Bryant & Stratton Business College ^a						19	x	x	x	x	x	x	x	x	x	x	x	x				40		
New Hampton Commercial College.....				4		17	x	x	x	x	x	x	x	x	x	x	x	x	675		40	79	40-110	
Commercial College.....						16.2	x	x	x	x	x	x	x	x	x	x	x	x				40		
Elizabeth Business College.....						18	x	x	x	x	x	x	x	x	x	x	x	x				52	8	75
Gaskell's Jersey City Business College.....			13	3		17	x	x	x	x	0	0	x	x	x	0	0	0	225	85	11	47	5	75
Coleman's Bryant & Stratton Business College ^a			45			16	x	x	x	x	0	0	x	x	x	x	0	0	250	50	10-12	40	71	70
New Jersey Business College.....						16	x	x	x	x	x	0	x	x	x	x	x	x				10	8	75
Paterson Business College.....						16	x	x	x	x	x	0	x	x	x	x	x	0	300		30	40	8	50
Business College.....	3		4			18	x	x	x	x	x	0	x	x	x	x	x	0	300	100	30	40	8	50
Capital City Commercial College.....						18	x	x	x	x	x	0	x	x	x	x	x	0	300	100	30	40	8	50
Webster's Business College.....						18	x	x	x	x	x	0	x	x	x	x	x	0	300	100	30	40	8	50
Fulton's Business College.....						18	x	x	x	x	x	0	x	x	x	x	x	0	300	100	30	40	8	50

TABLE IV.—Statistics of commercial and business colleges for 1881, &c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.									Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Youngtown Business College and Institute of Penmanship.	19	7	23			20	x	x	x	x	x	x	x	x	x	x	x	x			12	50	12	2875
Zanesville Business College						19	x	x	x	x	x	x	x	x	x	x	x	x				50	3	240
Portland Business College						21	x	x	x	x	x	x	x	x	x	x	x	x				52	12	560
Alleentown Business College	6					18	x	x	x	x	x	x	x	x	x	x	x	x			5-9	50	8	50
Commercial course in St. Vincent's College							x	x	x	x	x	x	x	x	x	x	x	x			2 yrs	42	0	50
Commercial department in Trach's Academy							x	x	x	x	x	x	x	x	x	x	x	x			12	52	6	50
Knaus' Business College			4			18	x	x	x	x	x	x	x	x	x	x	x	x			12	40	5	285
Pennsylvania Business College							x	x	x	x	x	x	x	x	x	x	x	x			4	44	7	70
Wyoming Commercial College	14					22	x	x	x	x	x	x	x	x	x	x	x	x			10	42	6	100
Lancaster Commercial College	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x	x			11	52	6	100
Bryant, Stratton & Smith Business College						20	x	x	x	x	x	x	x	x	x	x	x	x			12	52	7	100
Bryant & Stratton Business College						22	x	x	x	x	x	x	x	x	x	x	x	x			10	42	6 1/2	100
Crittenden Philadelphia Commercial College						18 1/2	x	x	x	x	x	x	x	x	x	x	x	x			5	52	12	90
Peirce College of Business	0	0	0	0	0	21	x	x	x	x	x	x	x	x	x	x	x	x			12	52	12	90
Select Commercial School							x	x	x	x	x	x	x	x	x	x	x	x				52	6	75
Curry Institute and Union Business College						16-40	x	x	x	x	x	x	x	x	x	x	x	x			12	52	6	75
Dug's Mercantile College	0	0	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	x			8	50	9	100
Human's Portville Business College						20	x	x	x	x	x	x	x	x	x	x	x	x			12	52	12	30
Footler's Commercial School						20	x	x	x	x	x	x	x	x	x	x	x	x			12	52	12	125
Clark's Commercial College	5	8				18	x	x	x	x	x	x	x	x	x	x	x	x			11	48	6	100
Lane's Business College						20	x	x	x	x	x	x	x	x	x	x	x	x			11	48	7	125
Williamsport Commercial College			7	20		18	x	x	x	x	x	x	x	x	x	x	x	x			9	52	12	240
Providence Bryant & Stratton Business College						10	x	x	x	x	x	x	x	x	x	x	x	x			5	52	0	450
Schofield's Commercial College						19	x	x	x	x	x	x	x	x	x	x	x	x			0	50	0	450
Belton's Chattanooga Commercial College	0	0	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	x			5	52	0	450
Goodman's Business College						20	x	x	x	x	x	x	x	x	x	x	x	x			0	50	0	450
Goodman's Business College and Telegraphic Institute			10	0	0	20	x	x	x	x	x	x	x	x	x	x	x	x			0	50	0	450

181	Leadon's Business College	20	x	x	x	x	x	x	x	12	6	56
182	Goodman's Business College	20	x	x	x	x	x	x	x	6	53	0
183	Commercial department of Burrill College	18	x	x	x	x	x	x	0	10	40	0
184	Port Worth Business College	15	x	x	x	x	x	x	x	10	40	84
185	Island City Business College	18	x	x	x	x	x	x	x	12	5	50
186	Livingston's Galveston Business College	13	x	x	x	x	x	x	x	12	5	120
187	Scherrer's Business College	16	x	x	x	x	x	x	x	12	5	659
188	Commercial School, Southwestern University	10	x	x	x	x	x	x	x	5	40	54
189	Commercial College of Trinity University	20	x	x	x	x	x	x	x	5	53	12
190	Waco Business College	18	x	x	x	x	x	x	x	5	36	50
191	Queen City Commercial College	17	x	x	x	x	x	x	x	542	6	50
192	Old Dominion Business College	18	x	x	x	x	x	x	x	200	26	740
193	National Business College	18	x	x	x	x	x	x	x	85	15	40
194	Fond du Lac Commercial College	4	0	0	0	0	0	0	0	4-20	13	7
195	Green Bay Business College	18	x	x	x	x	x	x	x	46	50	6
196	Silasbee Business College	11	5	x	0	0	0	0	0	10	10	40
197	La Crosse Business College	0	0	0	0	0	0	0	0	0	6	45
198	Northwestern Business College	0	13	0	0	0	0	0	0	6-12	53	6
199	Spencerian Business College	0	0	0	0	0	0	0	0	100	10	50
200	Oakleaf Business College	0	0	0	0	0	0	0	0	180	6	50
201	Pio Nono Commercial College	45	0	x	x	x	x	x	x	2	42	38
202	Commercial department of University of Washington Territory	15-16	x	x	x	x	x	x	x	2	42	39

* From Report of the Commissioner of Education for 1880. b For scholarship. d For term of six months. f For life membership.

a For commercial course. c For course of lessons in book-keeping, time unlimited. e For life scholarship. g Includes board.

TABLE IV.—Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Course in commerce, State Agricultural and Mechanical College.	Auburn, Ala.	Aylworth's Commercial School	Battle Creek, Mich.
Commercial course in Spring Hill College	Near Mobile, Ala.	Bay City Business College	Bay City, Mich.
H. B. Bryant's Chicago Business College and English Training School.	Chicago, Ill.	St. John's Commercial College	St. Joseph, Minn.
Commercial department of Ewing College.	Ewing, Ill.	St. Paul Business College and Telegraphic Institute.	St. Paul, Minn.
Allen's Business College	Burlington, Iowa.	Commercial department of the State Normal School	Utica, N. Y.
Brewer's Business College and Academy	Des Moines, Iowa.	Greenwich Commercial College	Indiana, Pa.
Commercial and telegraph department of Oshtemo College.	Oshtemo, Iowa.	Commercial School in Winchester Normal	East Greenwich, R. I.
Portland Business College	Portland, Me.	Great Southern Business College	Winchester, Tenn.
		Spencerian Business College	Parkersburg, W. Va.
			Washington, D. C.

TABLE IV.—Memoranda.

Name.	Location.	Remarks.
Becker's Business College	Rockford, Ill.	Name changed to Rockford Business College.
Bayliss' Mercantile College	Keokuk, Iowa	Superseded by Miller's Great Mercantile College.
Carter's Commercial College and School of Business	Pittsfield, Mass.	Succeeded by Chickering's Commercial College and School of Business.
Bryant and Stratton Business College	Newark, N. J.	Now Coleman's Bryant and Stratton Business College.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute.)	Marion, Ala.....	.....	.....	.....	.....	4-5	.....
2	Charity Kindergarten of the Presbyterian Church.	Oakland, Cal.....	.....	Miss Oviat.....	.....	.....	.....	.....
3	Charity Kindergarten	San Francisco, Cal. (512 Union street).	1881	Miss Kittie Morse .....	.....	.....	2-5	.....
4	Mrs. Colgate Baker's Kindergarten.	San Francisco, Cal. (1608 Van Ness avenue).	1878	Miss Woodbridge	0	15	2-6	5
5	Free Kindergarten...	San Francisco, Cal. (1018 Folsom street).	1880	Mrs. C. R. Story and Miss McLane.	1	44	2-4	2½
6	Haight Street Kindergarten (University College).	San Francisco, Cal. (119 Haight street).	1881	Miss Ella L. Neil	0	16	2-3	5
7	Mrs. Haven's Mission Kindergarten.	San Francisco, Cal. (cor. Eighteenth and Jessie streets).	1881	Louise L. Havens	3	65	2-3	4½
8	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	May W. Kittredge....	1	54	2-5	5
9	Jackson Street Public Kindergarten.*	San Francisco, Cal. (116 Jackson street).	1880	Flora van Den Bergh.	1	40	5, 6	5
10	Kindergarten	San Francisco, Cal. (512 Union street).	1881	Miss Annie Stovall .....	.....	.....	5, 6	.....
11	Kindergarten of the Little Sisters' Infant Shelter.	San Francisco, Cal. (512 Minna street).	1879	Miss Fannie Temple...	.....	40	2-5	4
12	Kindergarten of Young Women's Christian Association.*	San Francisco, Cal. (29 Minna street).	1880	Miss Lizzie Muther...	1	40	2-4	4
13	Kindergarten (Protestant Orphan Asylum).	San Francisco, Cal....	.....	.....	.....	.....	.....	.....
14	Model Kindergarten*.	San Francisco, Cal. (1711 Van Ness avenue).	1880	Emma Marwedel	1	40	2½-3	4
15	Shipley Street Free Charity Kindergarten.*	San Francisco, Cal. (146 Shipley street).	.....	Mrs. M. Lloyd .....	.....	25	.....	.....

*From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
.....	.....	Block building, weaving, embroidery, singing, callisthenics, &c.	Blocks, splits, paper, &c....	The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated.
5	40	Fröbel's occupations.....	Fröbel's gifts, piano, blackboard, ruled tables, plants, pictures, &c.	Develops the physical, moral, and intellectual faculties, in perfect health and beauty, and forms the groundwork of a thorough education.
5	44	Sewing, drawing, paper and straw chain making, mat making, form laying with sticks, beans, &c.	.....	Makes children eager for knowledge, happy, and kind-hearted, and overcomes tendencies to evil.
5	42	Drawing, counting, sewing, weaving, stick laying, laying of tablets, splint work, object lessons, singing, marching, modelling, and plant culture.	Squared tables, benches, blackboards, slates, tablets, sewing materials, weaving materials, squared paper, sticks, balls, gifts, rings, straws, and perforating mats and needles.	Improves the child physically, develops all his senses, and teaches him to observe and reflect, to compare and to contrast.
5	40	Fröbel's gifts and occupations, object lessons, games, motion songs, dancing, callisthenics, and lessons in German and drawing.	Fröbel's gifts and materials, slates, blackboards, designs for drawing, crayon and water colors, musical charts, educational charts, &c.	Tends to form a graceful figure, cultivates the perceptive faculties, habits of attention and concentration, and induces kindness and generosity of disposition and general refinement of character.
5	42	Sewing, weaving, paper folding, paper cutting, drawing, chain making, stick laying, and slate laying.	First four of Fröbel's gifts, tablets, beans, sticks, slate, piano, triangle, tambourine, &c.	Marked physical and mental improvement.
5	43	Weaving, sewing, stick and tablet laying, paper folding, drawing, pricking, the gifts, and reading and writing.	Kindergarten benches and tables, an organ, pictures, books, slates, and blackboards.	Cultivates the perceptive faculties, tends to make the child attentive and observant, careful and obedient, awakens a desire for knowledge, and aids the physical development.
5	.....	All the usual occupations.....	Fröbel's gifts; also, the materials of the American Kindergarten system.	Most excellent and satisfactory.
5	40	Usual Kindergarten occupations and games.	Kindergarten gifts, tables, and material for occupations.	Harmonious training of mind and body.
5	40	Usual occupations, gardening, &c.	Usual apparatus and appliances.	Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
16	Silver Street Kindergarten.	San Francisco, Cal. (64 Silver street).	1878	Mrs. Kate D. Smith Wiggins.	23	112	3-6	4
17	Zeitake Institute Kindergarten.	San Francisco, Cal. (922 Post street).	1877	Mrs. F. Taubmann	1	25	3-6	3
18	Kindergarten	San José, Cal	1881	Edith C. Mason .....	...	20	3-7	3½
19	Kindergarten (Hartford Female Seminary).	Hartford, Conn	1880	Alice Flynn and Carrie Morley.	...	40	3-10	3
20	New Britain Kindergarten.	New Britain, Conn.	1880	Annie N. Bowers .....	...	10	3-0	3
21	American Kindergarten. b	New Milford, Conn ...	1875	Miss Mamie C. Wells .....	...	7	4-10	4
22	Misses Alcott and Sherwood's Kindergarten.	Stamford, Conn. (13 Prospect street).	1879	Misses Alcott and Sherwood.	...	18	3-8	3½
23	Fröbel Kindergarten.	Wilmington, Del. (300 Delaware ave.)	1880	Thalia L. M. Negendank.	1	14	3-8	3
24	Wilmington Fröbel Kindergarten.	Wilmington, Del. (901 Tatnall street).	1879	Cora H. Rust	1	16	3-8	3
25	Belleville Kindergarten.	Belleville, Ill. (Jackson street).	1874	Miss Anna Trots.	1	111	4-7	4½
26	Miss Brown's Kindergarten.*	Chicago, Ill. (corner Erie and Dearborn streets).	.....	Miss Brown	1	21	.....	.....
27	Fröbel Kindergarten.	Chicago, Ill. (3 East Fortieth street).	1881	Leonore S. Goodwin ..	...	5	3-5	3
28	Fröbel Kindergarten and School.	Chicago, Ill. (61 Twenty-second street).	1878	Mrs. A. B. Scott	2	35	3-10	3-4½
29	Fröbel School and Kindergarten.*	Chicago, Ill. (corner Bishop Court and Madison street).	.....	Miss Sara Eddy .....	...	47	.....	.....
30	German Kindergarten	Chicago, Ill. (122 South Morgan street).	1873	Miss Mathilde Burmester.	1	30	3-8	4
31	Kindergarten	Chicago, Ill. (2585 Prairie avenue).	1875	Mrs. Alice H. Putnam.	2	40	3-7	3
32	Kindergarten *	Chicago, Ill. (1818 Indiana avenue).	1879	Miss Sherah R. Spika .....	...	13	3-7	3

* From Report of the Commissioner of Education for 1890.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	42	Sewing, weaving, pricking, drawing, paper folding, and paper cutting.	1st, 2d, 3d, 4th, and 5th gifts, with tablets, sticks, and needles for weaving, pricking, and sewing.	Brings every muscle into action, trains to habits of observation, and gives ideas of various useful occupations.
5	44	All Fröbel's gifts; reading and writing in German, French, and English to the more advanced pupils.	The gifts, objects for object lessons, charts, pictures, measures, weights, and garden implements.	Develops the child's faculties, inducing habits of order and obedience, of thinking and reasoning, and cultivates his social nature.
5	35	The usual Kindergarten occupations.	.....	Slow but steady progress.
5	40	.....	Approved and modern apparatus.	
5	30	Drawing, writing, weaving, perforating, parquetry, sewing, cutting and pasting, paper folding, modelling, &c.	Full supply of usual material.	Trains the muscles of the body, educates the senses, awakens keen perception and original thought, and cultivates the religious nature of the child.
5	40	Exercises, in form, color, perforating, drawing, designing, printing, embroidery, calisthenics, modelling, and weaving.	Blocks, colored papers, weaving mats, cards for perforating, perforators, zephyr, needles, dumbbells, and modelling knives.	Develops each individual child, physically and mentally, in the most natural and healthy manner.
5	36	Usual Kindergarten gifts and occupations, games, marching, and calisthenics.	Chairs, tables, blackboard, piano, &c.	
5	36	Sewing, pricking, folding, cutting, drawing, weaving, clay work, peas work, stick laying, ring laying, tablet pictures, and block building.	Squared tables, &c.	Imparts grace and ease, cultivates habits of observation, stimulates the reasoning faculties and carefully nurtures all good impulses.
5	40	Modelling, weaving, sewing, pricking, paper folding and cutting, paper pasting, peas work, drawing, painting, &c.	Tables, chairs, piano, blocks, triangles, rings, balls, slates, pencils, strings, pictures, &c.	Marked physical and mental development, and superior preparation for advanced study.
5	44	Fröbel's occupations and gifts.	Fröbel's gifts.....	Excellent physical development and superior preparation for public school.
5	14	Weaving, drawing, paper folding, sewing, modelling, perforating, gifts, singing, and games.	Balls, gifts, beads, peas, and colored paper.	Develops the child physically, and tends to make him healthy and happy.
5	40	Exercises with thirteen gifts, perforating, sewing, weaving, drawing, paper folding, interlacing slats and paper, card-board work, coloring, peas work, modelling, songs and games.	All the appliances necessary to conduct a Kindergarten according to Fröbel's method.	Very satisfactory.
5	46	Eighteen of Fröbel's gifts	Blackboards, pictures, and charts.	Satisfactory.
5	40	Drawing, weaving, paper folding, and the usual occupations of Fröbel's system.	Chairs, squared tables, cubes, squares, and triangles.	Strengthens the muscles, cultivates the senses, trains the hand to be the servant of the brain, and inculcates habits of concentration and consciousness of expression.
5	40	Sewing, weaving, stick and ring laying, drawing, folding, block building, &c.	Squared tables, chairs, blackboards, globes, &c.	Imparts grace of motion, develops the perceptive faculties, creates a love of the beautiful, and systematically trains mind and hand.

a Twelve normal students also assisting.

b Discontinued during a portion of the year 1881, but (August, 1881) soon to be reopened.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
33	Kindergarten (Helm-street's Classical Institute).	Chicago, Ill. (420 Wash-avenue).	.....	.....	.....	.....	.....	.....
34	Kindergarten (Miss Mary J. Holmes' School).	Chicago, Ill. (482 Hurl-but street).	1879	Miss Foster	2	22	4-7	4
35	Kirkland Kindergarten.	Chicago, Ill. (275 Hur-on street).	1881	Marie Louise Henry and H. A. Brown.	.....	28	3-7	3
36	Memorial Kindergarten.	Chicago, Ill. (147 Mil-ton avenue).	1879	Mary Jones	2	30	3-7	3
37	Park Institute Kin-dergarten.*	Chicago, Ill. (103 Ash-land avenue).	1873	Mrs. A. E. Bates	3	64	4-8	3-4
38	Parish Kindergarten*	Danville, Ill	1880	Rev. W. F. Taylor (rector).	.....	.....	.....	.....
39	Forrestville Public Kindergarten.	Hyde Park, Ill. (Forty-fifth street and St. Lawrence avenue).	1877	Emily G. Hayward	40	.....	3-7	4
40	Kindergarten depart-ment of Illinois Female College.	Jacksonville, Ill	1881	Miss C. J. Marshall	15	.....	.....	.....
41	La Grange Kinder-garten.	La Grange, Ill	1878	Mary F. Fox .....	.....	28	3-9	4
42	Kindergarten in Cook County Nor-mal and Training School.	Normalville, Ill	1881	Matilda H. Ross	2	22	4-6	3
43	Kindergarten (Pet-tengill Seminary).	Peoria, Ill .....	.....	Jeannette C. Frost .....	.....	.....	.....	.....
44	Indianapolis Kinder-garten.*	Indianapolis, Ind. (456 N. Meridian street).	1875	Alice Chapin	4	35	3-10	3-5
45	North End Kinder-garten.*	Indianapolis, Ind. (a. e. corner Illinois and Eighth street).	1880	Mary L. Aughinbaugh	1	20	3-8	3
46	Mrs. Wynn's Kinder-garten.	Indianapolis, Ind. (32 Cherry street).	1880	Mrs. Cynthia C. Wynn .....	.....	20	3-6	4
47	Marion Kindergarten*	Marion, Ind. (Fifth street).	1879	M. J. Dwinnell .....	.....	18	3-8	3, 4
48	Cedar Rapids Kinder-garten.*	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and daughters.	4	58	3-10	3
49	Des Moines Kinder-garten.	Des Moines, Iowa (Ninth street).	1876	Mrs. L. B. Collins	2	30	4-7	3
50	Kindergarten School.	Dubuque, Iowa .....	.....	Mrs. M. Smith	1	20	.....	.....
51	Kindergarten School.	Manchester, Iowa .....	.....	Mrs. E. J. Congar .....	.....	60	.....	.....
52	Lawrence Kindergar-ten.	Lawrence, Kans	1874	Miss Georgina Coat-hupe.	0	28	3-9	3

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	16	11	12	13
.....	.....	Fröbel's occupations.....	Apparatus and appliances of the Fröbel Kindergarten.	
5	40			
5	40	Weaving, sewing, drawing, peas work, paper folding, paper cutting, parquetry, pricking, painting, and modelling.	Fröbel's gifts (1st, 2d, 3d, 4th, 5th, and 6th), rings, sticks, tablets, beads, stones, shells, and minerals.	Natural mental development, excellent basis for advanced study, and specially helpful to weak and nervous natures.
5	42	Usual Fröbel occupations.....	Material ordinarily used in the Kindergarten.	Excellent.
5	40	Usual occupations.....	Fully equipped.....	Most gratifying.
.....			
5	40	All of Fröbel's occupations...	The usual Kindergarten materials and appliances with piano and other convenient articles.	Imparts power of concentration, and affords excellent preparation for advanced study.
.....			
5	40	All the Kindergarten gifts with the exception of the 6th, 16th, and 17th.	.....	Strengthens the body, forms correct habits of thinking, and employs the awakening mind.
5	40	Fröbel's occupations.....	The best obtainable.....	Cultivates the will, directs the affections, and helps to lay the foundation of the general character.
.....			
5	40	Those given by Fröbel, music, marching, care of plants, &c.	The gifts and material for the occupations, with wholesome well ventilated rooms and pleasant playground.	Imparts strength and grace, teaches self control, trains the powers of perception and conception, and is an excellent groundwork for all subsequent mental culture.
5	40	Building with cubes, picture laying with squares and triangles, stick laying, drawing, pricking, sewing, weaving, paper cutting and folding, modelling, &c.	Balls, cubes, tablets, and all other necessary material.	Develops the physique, gives manual skill, freedom and grace in motion, leads to habits of thought, brings out the inventive faculties, and gives ease in the use of language.
5	40	Fröbel's occupations.....	Fröbel's materials.....	Excellent development of body and intellect.
5	40	Sewing, weaving, working in clay, paper cutting and folding, drawing, stick laying, block building, with books for older pupils.	1st, 3d, 4th, 5th, 8th, and 9th gifts, with tables, chairs, and cabinet.	Strengthens the body, awakens the mental faculties, particularly those of perception, and constantly stimulates a desire for information.
5	40	All of Fröbel's gifts and occupations, reading, &c., to the more advanced pupils, movement games, songs, and gymnastics.	All of Fröbel's gifts, piano, plants, birds, cabinet, and all other necessary apparatus for teaching advanced children.	Beneficial in the development of the physical and mental natures and a superior culture morally and socially.
5	36	Sewing, folding, weaving, paper cutting, interlacing slats, drawing, modelling, and peas work.	Gifts, 1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th.	Harmonious development of the hand, head, and heart.
.....			
5	50	Sewing, paper folding, weaving, blocks, tablets, singing, numbers, reading, writing, and drawing.	Squared tables, blackboards, most of Fröbel's gifts, piano, chairs, and forms.	Renders the child stronger and brighter, less selfish and more self reliant, polite and kind to his associates.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
53	Kindergarten (College of the Sisters of Bethany).	Topeka, Kans.	1880	Mrs. Ruth Giffin.....	1	36	(a)	3½
54	Private School and Kindergarten.	Topeka, Kans. (347 Jackson street).	1880	Hattie M. Senour	1	20	4-8	3
55	Kindergarten Institute.	New Orleans, La. (67 Coliseum street, corner St. Mary).	1881	Mrs. John E. Seaman.	4	63	4-11	3
56	Bates Street Kindergarten.	Lewiston, Me. (34 Nichols street).	1875	Miss Mary H. Irish...	0	80	4-8	5
57	Kindergarten, Miss Sargent's School.	Portland, Me. (148 Spring street).	1874	Miss Mary L. Clark...	0	24	3-7	3
58	Kindergarten	Baltimore, Md. (139 W. Biddle street).	1880	Nannie Montgomery Johns.	.....	11	3-7	3
59	The New Education Kindergarten.	Baltimore, Md. (343 Linden avenue).	1877	Kate S. French, J. F. F. Randolph, and L. F. Bryson.	3	40	3-8	4
60	Miss Williams' Kindergarten.	Baltimore, Md. (n. e. corner Park and Eager streets).	1874	E. Otis Williams.....	1	18	3-6	3
61	Mrs. Brown's Kindergarten.*	Boston, Mass. (Hotel Cluny, Boylston street).	1879	Mrs. A. K. Brown.....	0	12	3-6	3
62	Chauncy Hall Kindergarten.	Boston, Mass. (250 Boylston street).	1874	Lucy Wheelock	1	14	3-7	3-4
63	Kindergarten	Boston, Mass. (28 Mt. Vernon street).	1870	Nina Moore .....	.....	7	3-6	3
64	Kindergarten department of Trinity House.	Boston, Mass. (Trinity Church).	1881	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Building with blocks, counting with sticks, form laying with tablets, perforating, embroidering, drawing, singing, marching, recitation, writing, and reading.	Gifts used in American Kindergarten and Emily Huntington's kitchen garden apparatus and appliances.	Imparts grace of movement inculcates habits of order, method, and prompt obedience, and leads the child to think, to act, to observe, and compare for himself.
5	35	Stick laying, peas work, sewing, folding, cutting, weaving, drawing, games, songs, writing, and lessons in reading and numbers.		
5	40	Weaving, drawing, modelling, sewing, folding, cutting, stick laying, peas work, games, songs, instrumental music, and other occupations common to a first class Kindergarten.	Squared tables, chairs, table ware, piano, drums, triangles, tambourines, Prang's pictures for object teaching, and material for teaching the occupations.	It fully realizes the idea of Fröbel that physical and mental work can be made as attractive and exhilarating as play.
5	37½	Weaving, sewing, perforating, block building, drawing, penmanship, numbers, reading, singing, games, general lessons on color, human body, &c.	3d, 4th, and 5th gifts, staffs, slats, materials for weaving, paper folding, sewing and perforating, books, slates, numeral frame, blackboards, tables, &c.	Develops the physical powers, trains to habits of attention and order, cultivates taste, perception, and use of language, and gives ideas of form, size, and color.
6	38	Fröbel's gifts and occupations.		
5	33	Weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, paper folding, singing, &c.	Fröbel's gifts and materials for the occupations, squared blackboard, colored chalks, piano, and arrangement for the growth of flowers.	Its beneficial effect in the physical development of the child is evident to the most superficial observer, and its agency in the development of the mind is even more marked, awakening as it does the creative faculties, giving clearness of thought, correctness of perception, and laying the foundations for after training.
5	28	Gifts 1st, 2d, 3d, 4th, 5th, 6th, 7th, sticks, rings, drawing, perforating, sewing, weaving, paper folding, interlacing slats, connected slats, twining paper, cutting and pasting paper, peas work, modelling, movement songs and games.	All of Fröbel's gifts and materials for the occupations, piano, Kindergarten furniture of the best kind, beautiful sunshiny rooms, and much that cultivates a love for the good, the true, the beautiful.	Superior preparation for the public school.
5	36	Fröbel's occupations and gifts.	Fröbel's gifts, &c	Increases activity and ability in the child for systematic work and thought, and cultivates his powers of observation.
5	40	Building, weaving, working with tablets, the use of colors in various ways, designing and drawing with papers, rings, and sticks, pricking, embroidering, and modelling in clay.	All apparatus and appliances necessary for the mentioned occupations.	The child's body is developed by the games played, morals are taught, and the mental training lays the foundation for a systematic, scientific education, which will help him to become an expert and artistic workman in any occupation in which he may be engaged.
5	36	Drawing, sewing, weaving, folding, paper cutting, modelling, building, stick laying, &c.	Building blocks, balls, and materials for the occupations.	Beneficial to the health, mind, and character of the child.
5	28	Fröbel's occupations.....	Fröbel's gifts and materials for occupations.	Healthful.
....			

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
65	Kindergarten (North End Industrial Home).	Boston, Mass. (39 N. Bennet street).	.....	Miss Etta Macy and Miss C. W. Davis.	.....	50	2-5	3
66	Kindergarten (Perkins Institution and Massachusetts School for the Blind).	Boston, Mass. ....	.....	Miss Della Bennett...	1	.....	.....	.....
67	Parmenter Street Kindergarten, No. 1.*	Boston, Mass. (Cushman School).	1878	Mrs. Sarah S. Ropes ..	1	60	2-5	3
68	Private Kindergarten*	Boston, Mass. (52 Chestnut street).	1872	Miss Mary J. Garland and Miss Rebecca J. Weston.	1	18	3-5	3
69	Roxbury Kindergarten.	Boston, Mass. (Grove Hall).	1877	Miss C. R. Sandford....	.....	10	2-6	4
70	Brookline Free Kindergarten, No. 1.	Brookline, Mass. (Prospect street, Old Town Hall).	1877	Harriet B. Stodder....	1	50	2-7	3
71	Brookline Private Kindergarten.	Brookline, Mass. (Harvard street).	1881	Annie B. Winchester ..	0	16	2-7	3
72	Kimball Farm Kindergarten.	Brookline, Mass. (corner Walter avenue and Tremont street).	1879	Mrs. Laura N. Wiggin	1	45	2-5	3
73	Free Kindergarten...	Cambridge, Mass. (36 North avenue).	.....	Nellie M. Colby.....	1	50	3-5	3
74	Sparks Street Kindergarten. ^a	Cambridge, Mass. (17 Lowell street).	1877	Miss M. Florence Taft	0	30	2-6	3
75	Cambridgeport Kindergarten, No. 2.*	Cambridgeport, Mass. (corner Windsor and School streets).	1879	Mrs. Caroline C. Voorhees.	1	55	3-5	3
76	Moore Street Kindergarten, No. 1.*	Cambridgeport, Mass. (76 Moore street).	1879	Miss Caroline E. Carr.	1	55	3-5	3
77	Kindergarten	Chelsea, Mass. (16 Everett avenue).	1879	Louise De Bacon	1	17	3-8	2
78	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Miss Carrie T. Haven.	5	82	3-7	3
79	Gloucester Kindergarten.	Gloucester, Mass. (Mason street).	1878	Adelia B. Shepherd.....	.....	16	2-7	3

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
		Those occupations which tend to awaken and exercise the powers of observation, comparison, combination, invention, memory, reflection, and action.	All means and appliances necessary to the carrying out of this method of instruction.	Most beneficent; no training of primary classes of blind children can attain a high degree of efficiency without its assistance.
5	40	Usual Kindergarten occupations.	All necessary material.....	It strengthens physically and makes the child observant and intelligent.
5	36	Fröbel's gifts in their proper sequence and the regular occupations, giving point, line, surface, and solid.	All necessary apparatus and appliances as given in Bradley's catalogue of Kindergarten materials.	The effect on the physical, mental, and moral nature is good.
5	36	Regular Kindergarten occupations, with elementary instruction for the more advanced.		
5	40	Pricking, sewing, weaving, drawing, modelling, block building, object lessons, number lessons, paper folding, marching, singing, games, &c.	Squared tables, small chairs, boxes of wooden cubes, sticks, steel rings, slates, and drawing books, patchwork, cardboard, &c.	Promotes bodily and mental growth, teaches the child self control, and develops in him an ability to think and act for himself.
5	37	Weaving, sewing, drawing, modelling, bead stringing, paper folding, designing, pasting papers and straw, block building, callisthenics, and games.	Squared tables, chairs, squared slates, geometrical forms, rings, sticks, blackboard, materials for designing, paper folding, weaving, sewing, and drawing, straws, and beads.	Trains the different members of the body, quickens the perceptive faculties, strengthens the memory, and teaches the child patience, perseverance, and self government.
5	41	Weaving, sewing, modelling, block building, singing, straw and bead work.	Blocks, squared tables, and usual materials used in Kindergärten for the occupations.	Kindergarten children are better fitted for higher school work than those otherwise taught.
5	42	Lessons in color and numbers		Teaches the child to think quickly and lays a good foundation for future school work.
5	43	Sewing, pricking, weaving, drawing, cutting, folding, building, staff laying, modelling, &c.	All Fröbel's gifts, plants, Kindergarten tables, chairs, blackboards, drawing books, clay, mats, &c.	Develops habits of observation and attention and quickens the perceptive faculties.
5	40	Sewing, weaving, drawing, stick laying, ring laying, painting, singing, paper folding, pricking, object lessons, modelling in clay, &c.	Kindergarten tables and chairs, squared blackboard, 1st, 2d, 3d, and 4th gifts, weaving mats, sewing cards, planes, colored paper, counters, &c.	Improves the physical condition, makes the child bright, happy, and intelligent and thoughtful and considerate for others.
5	40	Sewing, weaving, pricking, paper folding, drawing, painting, paper cutting, block building, parquetry, modelling, stick and ring laying.	Chairs, tables, squared blackboards, all materials for the occupations, wooden beads, 1st, 2d, 3d, 4th, 7th, 8th, and 9th gifts, sponges, towels, handkerchiefs, &c.	Develops healthy, happy nature, increases the vitality, makes the mind receptive, the hand skilful, and greatly facilitates the ease with which the child advances in school work.
5	40	The usual Kindergarten occupations, with reading, writing, arithmetic, and spelling for children over five and a half years of age.	Usual materials.....	Develops the child's physical nature and renders the mental faculties active and receptive.
5	40	The usual Kindergarten occupations.	Usual Kindergarten apparatus.	Satisfactory in its effect upon the physical and mental nature, and especially beneficial in its development of the moral being.
5	28	Regular Kindergarten occupations.	All necessary apparatus for the work.	

This return is for the year ending June, 1881, since which time Miss M. Florence Taft has removed to Newport, R. I.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
80	Mrs. Shaw's Charity Kindergarten.*	North Cambridge, Mass. (Reed street).	1879	Mrs. S. L. Cook and Miss L. O. Fessenden.	.....	60	3-5	3
81	Charity Kindergarten (Brockway Mission School).	Detroit, Mich.	1881	.....	.....	.....	.....	.....
82	Miss Jennings' Kindergarten.	Detroit, Mich. (9 Washington avenue).	1880	Miss Florence E. Jennings.	1	22	3-7	3
83	Kindergarten	Detroit, Mich. (338 Jefferson avenue).	1879	Mrs. Endora Hallmann.	.....	16	3-4	3
84	Kindergarten	Detroit, Mich. (88 Second street).	1880	Maria C. Elder	0	12	3-6	3
85	Kindergarten of the German-American Seminary.	Detroit, Mich. (251 Lafayette street).	1880	Miss Augusta E. Hinze	1	45	3-6	3
86	Private Kindergarten.*	Detroit, Mich. (681 Cass avenue).	1880	Mrs. M. I. Leach	0	15	3-6	3
87	Second Ward Kindergarten.	Ionia, Mich. (Box 417).	1880	Miss Lida Brooks .....	.....	40	5-8	5
88	Charity Kindergarten.	Minneapolis, Minn.	1880	Mrs. E. R. Holbrook ...	1	20	3-7	3
89	Fröbel Kindergarten.	Minneapolis, Minn. (53 South 8th street).	1879	Elizabeth C. Stephenson.	4	40	3-8	2
90	Kindergarten*	Minneapolis, Minn. (227 South 6th st.).	1875	Annie L. Couchman ...	1	18	4-8	4
91	St. Paul Kindergarten	St. Paul, Minn. (36 Iglehart street).	1868	Mrs. M. W. Brown	6	60	3-9	4
92	Kindergarten department of State Normal School.	Winona, Minn.	1880	Mrs. S. C. Eccleston ...	1	35	2-6	3
93	Ames A. M. Kindergarten.	St. Louis, Mo. (Hebert, between 13th and 14th streets).	.....	Maria A. Kearney	4	5183	5-7	.....
94	Ames P. M. Kindergarten.	St. Louis, Mo. (Hebert, between 18th and 14th streets).	.....	Georgie Green	4	5179	5-7	.....
95	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark	3	82	4-6	3
96	Bates P. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Dora Langford	3	5123	.....	2

* From Report of the Commissioner of Education for 1880.

a Discontinued June, 1881; to be reopened February, 1882. Figures above given are for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school data in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	36	Usual occupations, with instruction in sewing.	Usual apparatus and appliances.	
5	35	Sewing, weaving, moulding, drawing, stick and tablet laying, paper folding, paper cutting, peas work, ring laying, building forms of life and beauty with 3d and 4th gifts.	Squared tables, chairs, 1st, 2d, 3d, 4th gifts, tablets, sticks, rings, clay, pictures, birds and other animals, an aquarium, plants, materials for weaving, interlacing, sewing, perforating, and drawing, plates, goblets, lunch cloths, &c.	Healthy and harmonious development of the physical, mental, and moral faculties.
5	40	Usual occupations	Usual apparatus and appliances.	
5	40	Weaving, sewing, perforating, book-mark work, folding, modelling, peas work, drawing, stick and ring laying, cutting and pasting, and exercises with the 1st, 2d, 3d, and 4th gifts.	Tables, chairs, pictures, &c.	Tends to develop equally in all directions.
5	44	The usual occupations	Usual apparatus.	
5	40	Building, weaving, sewing, perforating, drawing, stick, ring, and tablet laying, paper folding, mounting and interlacing, modelling, &c.	The usual appliances	Assists very materially in both physical and mental development.
5	40	Sewing, weaving, drawing, pasting, perforating, and interlacing.	Squared tables, gifts, including sticks, rings, &c.	Develops the physical powers, especially training the eye and hand.
5	40	All given by Fröbel	All necessary for the occupations.	Good.
5	40	Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c.	Fröbel's gifts, viz. balls, blocks, tablets, sticks, and rings.	Natural and harmonious development of mind and body, and superior preparation for future abstract study.
5	40	Those embraced in Fröbel's system.	Those given by Fröbel	Favorable in every way.
5	40	Fröbel's gifts, songs, plays, marching, gymnastics, and object lessons.	Tables, chairs, Fröbel's 20 gifts, piano, small museum, and bright sunshiny room.	Superior development of the physical, mental, and moral natures.
5	36	Fröbel's gifts and occupations.	All the apparatus and appliances needed in a thoroughly furnished Kindergarten, with access to a large museum.	Produces most happy results, especially upon children of nervous temperament.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Sewing, cutting, weaving, folding, drawing, peas work, modelling, stick laying, building, exercises on 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts.	Those introduced by Fröbel in his system of Kindergarten.	Harmonious development of the physical and mental natures.
5	40	Those given by Fröbel	Those introduced by Fröbel in his system of Kindergarten.	Harmonious development of the physical and mental natures.

Enrolment for 1879-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergartens for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
97	Carroll A. M. Kindergarten.	St. Louis, Mo. (cor. Carroll & Buell sts.).	1875	Anna G. Stewart.....	1	a135	5-7	3
98	Carroll P. M. Kindergarten.	St. Louis, Mo. (cor. Carroll & Buell sts.).	1875	Helen M. Douglass....	2	a158	5-7	2½
99	Charles A. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue, near Gravois road).	.....	Bettie Werden.....	1	a75	5-7	....
100	Charles P. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue, near Gravois road).	.....	Agnes Ketchum.....	2	a80	5-7	....
101	Clay A. M. Kindergarten.*	St. Louis, Mo. (cor. Bellefontaine and Farrar streets).	1876	Irene F. Wilson.....	5	132	6	3
102	Clay P. M. Kindergarten.	St. Louis, Mo. (cor. Bellefontaine and Farrar streets).	1876	Iola M. Gwathmey....	3	a141	5-7	....
103	Clinton A. M. Kindergarten.	St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue).	1877	Nellie Fisher.....	4	80	5-7	3½
104	Clinton P. M. Kindergarten.	St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue).	.....	Nellie M. Halliday....	3	75	5-7	2½
105	Compton A. M. Kindergarten.	St. Louis, Mo. (Henrietta street).	.....	Ida Jorgenson.....	1	a46	5-7	....
106	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Susie M. Simmons.....	5	120	5-7	3
107	Divoll P. M. Kindergarten.	St. Louis, Mo. (1008 Clay avenue).	1875	Miss Kate Sayers.....	3	70	5-8	3
108	Eliot A. M. Kindergarten.	St. Louis, Mo. ....	.....	Clara Hubbard.....	2	a158	5-7	3
109	Eliot P. M. Kindergarten.	St. Louis, Mo. ....	.....	Clara Hubbard.....	2	a150	5-7	2½
110	Everett A. M. Kindergarten.	St. Louis, Mo. (1410 N. Eighth street).	1874	Kate H. Wilson.....	2	a100	5-7	3
111	Everett P. M. Kindergarten.	St. Louis, Mo. (1410 N. Eighth street).	1874	Ida Richeson.....	2	a90	5-7	2½
112	Franklin A. M. Kindergarten.	St. Louis, Mo. (cor. 18th st. & Lucas avenue).	1875	Annie E. Harbaugh ..	3	a131	5-7	3
113	Franklin P. M. Kindergarten.	St. Louis, Mo. (cor. 18th st. & Lucas avenue).	1875	Mattie Johnson.....	2	a124	5-7	2½
114	Hamilton A. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Lucretia Nangle.....	3	a111	5-7	3
115	Hamilton P. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Ida R. Batge.....	2	90	4-7	3½
116	Humboldt A. M. Kindergarten.	St. Louis, Mo. (cor. Jackson and Frudeau streets).	.....	Mary E. Thorn.....	2	a132	5-7	3
117	Humboldt P. M. Kindergarten.	St. Louis, Mo. (cor. Jackson and Frudeau streets).	.....	Mattie Brotherton....	2	a81	5-7	2½
118	Irving A. M. Kindergarten.	St. Louis, Mo. ....	.....	L. T. Newcomb.....	3	a150	5-7	....
119	Irving P. M. Kindergarten.	St. Louis, Mo. ....	.....	L. T. Newcomb.....	3	a127	5-7	....

* From Report of the Commissioner of Education for 1880

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.
5	40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Admirable.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Very remarkable and beneficial.
5	40	Fröbel's occupations.....	Those used by Fröbel.	
5	40	Sewing, folding, drawing, painting, modelling, singing, lessons in simple geometry and numbers.		
5	40	Work which, through songs and play, develops the threefold nature of the child.	A large variety of gifts and materials for occupations, tables, chairs, blackboards, &c.	Very good.
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Gift exercises and usual occupations.	Fröbel's materials.....	Good.
5	40	Fröbel's system.....	Fröbel's materials.....	Good.
5	40	Usual Kindergarten occupations.	All necessary for the occupations.	Admirable.
5	40	Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons.	Those necessary for the occupations.	It trains to habits of attention, of self control, of action in concert, and of consideration toward others.
5	40	Folding, weaving, embroidering, drawing, cutting, and modelling.		Strengthens the physical, mental, and moral natures.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought, and trains the eye and the mind to be servants of the will.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought, and trains the eye and the mind to be servants of the will.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.

a Enrolment for 1879-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
120	Jackson A. M. Kindergarten.	St. Louis, Mo.....		Mary J. Kincaid.....	2	a162	5-7	...
121	Jackson P. M. Kindergarten.	St. Louis, Mo.....		Nellie Ferguson	2	a176	5-7	...
122	Jefferson A. M. Kindergarten.	St. Louis, Mo. (Ninth and Nash streets).	1877	Julia Nievergeldel ...	3	110	5-7	4
123	Jefferson P. M. Kindergarten.	St. Louis, Mo. (Ninth and Nash streets).	1877	Julia Nievergeldel ...	3	110	5-7	34
124	Lafayette A. M. Kindergarten.	St. Louis, Mo.....		Lina G. Shirley	2	a136	5-7	...
125	Lafayette P. M. Kindergarten.	St. Louis, Mo.....		Lina G. Shirley	2	a121	5-7	...
126	Lincoln A. M. Kindergarten.	St. Louis, Mo.....		Carrie M. Hart	3	a167	5-7	...
127	Lincoln P. M. Kindergarten.	St. Louis, Mo.....		Nellie Flynn.....	3	a115	5-7	...
128	Madison A. M. Kindergarten.	St. Louis, Mo.....	1876	Ida Gilkeson.....	2	a92	5-7	...
129	Madison P. M. Kindergarten.	St. Louis, Mo.....	1876	Fannie Colcord	2	a86	5-7	...
130	Maramec A. M. Kindergarten.	St. Louis, Mo.....		Eva Hess		a87	5-7	...
131	Mullanphy A. M. Kindergarten.	St. Louis, Mo.....		Lillie Park.....	1	a62		
132	Mullanphy P. M. Kindergarten.	St. Louis, Mo.....		Marion Brindle	1	a56		
133	O'Fallon A. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1875	Mary H. Waterman...	3	60	5-7	3
134	O'Fallon P. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1876	Mary H. Waterman...	4	90	5-7	24
135	Peabody A. M. Kindergarten.	St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue).	1876	Maggie Gorman	2	a303	5-7	3
136	Peabody P. M. Kindergarten.*	St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue).	1876	Mary D. Runyan.....	5	86	5-7½	2
137	Penrose A. M. Kindergarten.	St. Louis, Mo.....		Mary L. Shirley.....	1	a99	5-7	...
138	Penrose P. M. Kindergarten.	St. Louis, Mo.....		Mary L. Shirley.....	4	a106	5-7	...
139	Pope A. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lizzie Hart	2	a100	5-7	3
140	Pope P. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Blanche Hart.....	3	a37	5-7	24

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Excellent preparation for later school work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Cultivates the senses and tends to strengthen and develop the physique.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Develops physically, mentally, and morally.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Growth in every direction.
5	40	Those used by Fröbel.....	Gifts, material for the occupations, and appropriate furniture.	Superior preparation for more advanced grades.
5	40	Fröbel's occupations.....	Material for occupations, gifts, and furniture.	Very beneficial.
5	40	Those recommended by Fröbel	Those used by Fröbel	Harmonious development of all the powers.
5	40	Those belonging to Fröbel's system, folding, weaving, &c.	Those used by Fröbel	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's	Those given by Fröbel.	It calls into play and strengthens every muscle of the child's body and faculty of his mind.
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's occupations.....	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Fröbel's occupations	Ball, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.

a Enrolment for 1878-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—Statistics of Kindergärten for 1881; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
141	Rock Spring A. M. Kindergarten.	St. Louis, Mo. (Manchester Road).	1876	Mabel A. Wilson	1	40	5-7	3
142	Rock Spring P. M. Kindergarten.	St. Louis, Mo. (Manchester Road.)	.....	.....	2	a81	5-7	.....
143	Shepard A. M. Kindergarten.	St. Louis, Mo .....	.....	Lucretia W. Treat....	2	a162	.....	.....
144	Shepard P. M. Kindergarten.	St. Louis, Mo .....	.....	Lucretia W. Treat....	2	.....	.....	.....
145	Stoddard A. M. Kindergarten.	St. Louis, Mo .....	.....	Mamie C. McCulloch ..	4	a235	5-7	.....
146	Stoddard P. M. Kindergarten.	St. Louis, Mo .....	.....	Anna T. Merritt.....	4	a118	5-7	.....
147	Webster A. M. Kindergarten.	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	Nora H. Dorn	5	a274	5-7	3
148	Webster P. M. Kindergarten.	St. Louis, Mo. (1905 Washington street, Carr Place).	1875	Nora H. Dorn	4	a158	5-7	2½
149	Blow A. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1877	Sarah J. Sharpe	2	a75	5-7	.....
150	Blow P. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1878	Cornelia L. Maury....	2	45	5-7½	2½
151	Carondelet A. M. Kindergarten.	South St. Louis, Mo. (corner Third and Huron streets).	1875	Mary F. Choiselet	2	a184	5-7	3
152	Carondelet P. M. Kindergarten.	South St. Louis, Mo. (corner Third and Huron streets).	.....	Sarah S. Martin	3	a194	5-7	2½
153	Kindergarten department, Carson City public schools.	Carson City, Nev	1880	Miss E. C. Babcock ...	1	50	5-7	5

a Enrolment for 1879-'80, including pupils receiving Kindergarten instruction

inquiries by the United States Bureau of Education — Continued..

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Sewing, paper folding, paper cutting, drawing, weaving, intertwining, interlacing, slats, modelling, peas work, songs, games, gift exercises, and lunch taking.	Fröbel's first seven gifts, sticks, rings, materials for modelling, perforating, sewing, scrap books, and portfolios for work, and table cloths, plates, &c., for lunch.	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's.		
5	40	Fröbel's	Those given by Fröbel.	
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card board, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Sewing, pricking, drawing, object lessons, games, &c.	Squared tables, chairs, plates, rings, blackboards, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work, modelling, &c.	Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties.
5	40	Sewing, weaving, interlacing slats, cutting, pricking, folding, drawing, peas work, modelling, singing, games, language lessons, and exercises with blocks and tablets.	Chairs, squared tables, squared blackboards, slates, various block gifts, materials for pricking, sewing, and weaving, and mugs, plates, table cloths, &c., for lunch.	Imparts grace and dexterity of movement, trains the hand to be the instrument of the mind, develops acute observation and ready calculation, teaches ease of expression, and inculcates a love of the good, the beautiful, and the true.
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers.
5	40	Gift exercises and usual occupations.	Those given by Fröbel	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers.
5	40	Fröbel's occupations and exercises with the gifts, singing, and games.	Those used in the Fröbel system, charts and piano.	Very beneficial.

only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
154	Private Kindergarten	Nashua, N. H. (Church street).	1874	M. Emma Emerson	0	15	3-7	3
155	Kindergarten of Wykeham Institute.*	Bergen Point, N. J. ....	.....	Mrs. W. Townsend Ford, principal.	.....	.....	.....	.....
156	Kindergarten department of public school	Carlstadt, N. J.	1875	Miss A. Lawrens .....	.....	60	5-6	4
157	Kindergarten of German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Frederick H. W. Schlesier.	2	16	3-7	5
158	Kindergarten of Hoboken Academy.	Hoboken, N. J. (Fifth street, corner of Willow).	1861	Miss L. Luther	2	40	4-7	5
159	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1876	Mathilde Schmidt, principal.	.....	.....	5-7	4-5
160	Fröbelscher Kindergarten.	Jersey City, N. J. (28 and 30 Sherman avenue).	1877	Rud. C. Tschentscher.	1	25	4-6	5
161	Miss Campbell's Kindergarten.	Morristown, N. J. (De Hart street).	1875	Miss E. F. R. Campbell.	2	25	4-7	4
162	Beacon Street School Kindergarten.*	Newark, N. J. (10 Beacon street).	1872	Miss Annie Lawrens..	2	90	4-7	5
163	German-American Kindergarten.	Newark, N. J. (19 Green street).	1871	Hermann von der Heide, director.	3	90	3½-7	4½-5
164	Kindergarten of the First German Presbyterian School.*	Newark, N. J. (College Place.)	1878	Elma C. Korb.....	2	70	3-7	5
165	Kindergarten of the Twelfth Ward German-English School.*	Newark, N. J. (46 Niagara street).	1874	Miss Mary C. Beyer..	0	50	3-7	4
166	American Kindergarten.	Paterson, N. J. (167 Van Houten street).	1876	Miss S. M. Storey	2	35	4-15	5
167	Fröbel's Kindergarten.*	Albany, N. Y. (Elk street).	1878	Mary C. Peabody.....	3	.....	4-7	3

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	Sewing, perforating, stick laying, modelling, drawing, weaving, paper folding, exercises with blocks, tablets, and balls, singing, games, and story telling. Object lessons, callisthenics, and needle work.	All necessary material and apparatus.	
5	44	Fröbel's occupations, conversation and singing in English and German, gymnastics, and lessons in reading, writing, and arithmetic.	Fröbel's gifts, blackboard, squared table and slates, piano, and pictures for object lessons.	Very beneficial.
5	44	Fröbel's occupations.....	After Fröbel's and Köhler's systems.	Beneficial to mind and body.
5	44	Fröbel's occupations.....	Fröbel's appliances and apparatus.	Very beneficial.
5	42	Fröbel's occupations.....	Fröbel's apparatus and appliances.	
5	44	Gymnastic exercises, marching, singing, object lessons, memorial exercises, weaving, paper folding, perforating, paper cutting, modelling, peas work, &c.	First seven of Fröbel's gifts, slates, pencils, charts, dumb bells, and wands.	Superior to other systems in developing the child mentally and physically.
5	40	Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts.....	Excellent.
5	49	Singing, counting, marching, gymnastic exercises, work with blocks and bristol board, &c.	Low tables and benches, piano, colored silks and worsted, bristol board, and boxes of blocks.	Most excellent, developing the young intellect, and making happy, healthy children.
5	46	Weaving, sewing, interlacing, drawing, writing, stick and ring laying, folding, modelling, peas work, paper inter-twining, block building, cutting, playing, singing, object lessons, &c.	Squared tables, blackboard, 1st and 2d gifts, building blocks, sticks, rings, clay, materials for weaving, paper folding, sewing, &c., and pictures for object teaching.	Engenders correct habits of thought, induces manual skill, and has a tendency to make the child graceful, polite, self dependent, and eager for knowledge.
5	47	Singing, writing, drawing, ball playing, use of cylinder, cube, and triangle, building, stick and ring laying, weaving, folding, interlacing, embroidering, straw and paper work, &c.	All material necessary for the occupations.	It strengthens the muscles and makes the child observant and thoughtful.
5	50	Object lessons, movement plays, block building, tablet, staff, and ring laying, drawing, perforating, inter-twining, paper folding, embroidering, peas work, and modelling.	All Fröbel's gifts and materials.	Arouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful.
5	40	Printing, drawing, weaving, perforating, embroidering, paper cutting, paper folding, ring and stick laying, designing, embossing, modelling, writing, callisthenics, pasting, &c.	Drawing cards, blocks, weaving materials, needles, paper, rings, sticks, clay, dumb bells, books, collections of leaves, shells, and stones.	
5	36	Building, drawing, sewing, stick and ring laying, weaving, &c.	.....	Excellent.

TABLE V.—Statistics of Kindergärten for 1881; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
166	Kindergarten (Albany Female Academy).	Albany, N. Y. (Pearl street).	1880	Miss Martha H. Vane.	1	25	6-8	4
169	Binghamton Kindergarten.	Binghamton, N. Y. (5 Myrtle avenue).	1880	.....	.....	.....	4-8	4
170	American Kindergarten.*	Brooklyn, N. Y. (Washington avenue).	1877	Annie W. Allen	1	20	2-8	2½
171	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (210 Clinton street).	1877	Misses Mary and Elizabeth P. Sharps.	2	29	2-3	3
172	Fröbel Kindergarten on the Hill.*	Brooklyn, N. Y. (46 Greene avenue).	1879	Anna I. Reeves	3	18	2-8	3½
173	Halsey American Kindergarten.*	Brooklyn, N. Y. (180 Halsey street).	1878	Emily A. Tanner.....	1	12	3-10	4
174	Kindergarten	Brooklyn, N. Y. (300 State street).	1874	Miss Emily Christiansen.	1	16	2-7	3
175	Kindergarten*	Brooklyn, E. D., N. Y. (501 Lafayette ave.).	1879	Miss Minnie Loeb ....	.....	16	2-7	3
176	Kindergarten of the Brooklyn Children's Aid Society.	Brooklyn, N. Y. (61 Poplar st. and 139 Van Brunt street).	1875	Misses M. H. Robinson and Ella Fitch.	3	325	2-12	5½
177	Lafayette Kindergarten.	Brooklyn, N. Y. (390 Waverly avenue).	1877	Lena Schroeder	1	20	2-10	2-2½
178	Mrs. R. Goodwin's Kindergarten.*	Brooklyn, N. Y. (154 Montague street).	1876	Miss Nicoline Henningsen.	2	25	4-8	4
179	Mrs. Hoffman's Kindergarten. a	Buffalo, N. Y. (623 Delaware avenue).	1876	Mrs. Amanda M. Hoffman.	2	24	4-7	3
180	Jardin des Enfants...	Buffalo, N. Y. (284 Delaware avenue).	1877	Katharine Chester.....	1	30	2-7	3

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	The usual Kindergarten occupations for the first year for children under six years of age. Between six and eight years, instruction from books is combined with Kindergarten occupations.	Tables, pictures, blocks, straws, and other material used in Kindergarten, piano, books, and blackboard.	Excellent; after the first year, the combination of pure Kindergarten occupations with instruction from books seems to meet the demand of the patrons.
5	40	Exercises with gifts, weaving, perforating, embroidering, drawing, designing, modelling, paper folding, classification in the animal and vegetable kingdoms, &c.	Tables, chairs, blocks, weaving material, modelling tools, ruled slates, blackboards, globes, cabinet, &c.	Strengthens the physical and mental powers of the child, especially awakening his perceptive faculties, and developing the power of memory, preserves his individuality, and creates in him a love of the beautiful and good.
5	40	Designing with blocks, weaving, stick laying, modelling, marbling, plays, &c.	.....	Beneficial.
5	32	Fröbel's occupations and gifts	.....
5	38	Fröbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c.	Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children.
5	40	Study of nature from specimens collected by the children, exercises with balls, weaving, cutting, pasting, perforating, embroidering, block building, modelling, drawing, &c.	Natural history specimens, pictures, color and form charts, balls, blocks, rings, modelling tools, squared tables, and blackboard, &c.	Renders the child quick of perception, strengthens his memory, awakens a love for the study of nature and science, teaches politeness and gentleness, promotes health and physical development.
5	40	Singing, weaving, drawing, object lessons, learning of the alphabet in English and German.	Fröbel's usual appliances and apparatus and charts for reading English and German.	Satisfactory in every respect.
5	32	Such as will produce harmonious development.	.....	Superior to any other system as a preparation for more advanced studies.
5	40	Stick, laying, drawing, perforating, exercises with blocks, and usual Kindergarten work, with reading and writing.	Usual apparatus.....	Marked in quickening the powers of perception and observation.
5	36	Weaving, pricking, modelling, and the other occupations of Fröbel's system.	Blocks, rings, sticks, tablets, &c.	Quickens the intellect of the child and develops his moral nature, leading him to think of the happiness and welfare of others.
5	38	Fröbel's occupations.....	Every gift of Fröbel.....	Promotes physical health and strength, develops the several organs of sense, educates the moral nature, performing the great work of harmoniously developing body, mind, and soul.
5	40	Singing, marching, games, sewing, weaving, paper folding, paper cutting and pasting, modelling, peas work, drawing, building with solids, exercises with tablets, &c.	All the gifts and materials for occupations belonging to Fröbel's system, with large collection of natural objects, tables, blackboards, pictures, plants, bows and arrows, &c.	Trains the physical powers of the child, especially the hand, imparting strength, grace, and beauty of movement, cultivates the powers of observation and description, and develops a love of nature and of art.
5	36	Fröbel's occupations.....	Usual Kindergarten appliances.	

a These statistics are from a return for 1880.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
181	Kindergarten of the Poppenhusen Institute.*	College Point, N. Y. . .	1869	Minnie Braham	1	129	2-6	5
182	Harlem Kindergarten.	Harlem (New York) N. Y. (207 E. 117th st.).	1877	Mathilde Becker and Olga Jacobi.	1	60	4-9	4
83	Free Kindergarten of All Souls Church.	New York, N. Y. (139 W. 49th street).	1878	Mary L. Van Wagenen	6	80	2-3	4
184	Free Kindergarten of the United Relief Works of the Society for Ethical Culture.	New York, N. Y. (1521 Broadway).	1878	Fanny E. Schwedler..	2	100	2-8	6
185	Kindergarten	New York, N. Y. (220 Clinton street).	1879	Mrs. S. E. Carpenter ..	1	16	2-8	3
186	Kindergarten and Primary School.	New York, N. Y. (165 West 53d street).	1874	Miss Jennie Bolwell..	1	25	2-10	4
187	Kindergarten of Mrs. Froehlich's School.*	New York, N. Y. (28 East 50th street).	1874	Bellina Froehlich....	1	32	4-7	4
188	Kindergärten of the Academy of the Holy Cross.	New York, N. Y. (343 West 42d street).	1879	Sister M. Helena.....	2	25	4-8	3
189	Kindergärten of the Children's Aid Society.	New York, N. Y. (19 East 4th street).	1879	Mrs. Briant and Miss L. Schlegel.	5	150	5-7	4
190	Kindergarten of the Foundling Asylum.*	New York, N. Y. (East 68th street and Third avenue.)	1875	Sister M. Irene . . . . .	....	100	2-6	44
191	Kindergarten of the training department of Normal College.	New York, N. Y. (Lexington avenue, between 68th and 69th streets).	1877	Helena L. Davis.....	0	23	4-5	4
192	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (586 Seventh avenue, between 41st and 42d streets).	1880	E. von Briesen	1	30	2-7	5
193	Normal Training School for Kindergartners, Model Kindergarten, Elementary Classes and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Krans and Mrs. Maria Krans-Bölto.	5	75	2-10	34-4

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	46	Fröbel's occupations and gifts	All usual Kindergarten material.	Very beneficial.
5	48	Fröbel's occupations.....	Fröbel's gifts	Beneficial in every respect.
5	44	Drawing, building, and all the occupations pertaining to the system.	All the appliances necessary for carrying on a true Kindergarten.	Very favorable.
5	40	Kindergarten occupations, lessons with the gifts, games, and walks.	Fröbel's Kindergarten gifts and materials for the occupations, Prang's chromos for object teaching, stuffed birds, piano, and wooden bricks.	Excellent in its effect on the health and satisfactory as a humanising method of training.
5	40	Weaving, perforating, sewing, drawing, painting, paper cutting, folding, and intertwining, slat work, peas work, modelling, gymnastics, and lessons on the various gifts.	The various gifts, black-board, and slates.	Promotes good health, and the mental development is very satisfactory.
5	40	Ball games, block building, drawing, stick laying, weaving, paper folding, cutting, and pasting, painting, peas work, modelling, and lessons with tablets.	Balls, blocks, slates, sticks, mats, slats, peas, rings, clay, seeds, paints, crayons, scissors, and paste.	Teaches the child to recognize and to respect the rights of others, to be courteous and kind to his elders, makes him thoughtful about the most common objects, thus increasing his own powers of happiness and usefulness to others.
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	Children trained in the Kindergarten advance more rapidly and show more power of observation and concentration than older children otherwise trained.
5	40	Pricking, weaving, sewing, modelling, stick and ring laying, and the other occupations of Fröbel's system.	All the gifts and materials for the occupations, tables, chairs, birds, flowers, &c.	Superior to any other system for educating young children, making them healthy and happy, anxious to do well, and eager in the acquisition of knowledge.
5	40	All the usual occupations, weaving, sewing, &c., with object lessons and lessons in reading.	Squared tables and chairs, blocks, material for folding, weaving, &c.	Marked improvement; it trains the hand and eye and leads the child to observe and think for himself.
5	52	Paper folding and weaving, peas and wire work, drawing, perforating, embroidering, modelling in clay and wax, movement plays, gymnastics, and dancing.	Six worsted balls, sphere, cubes, and cylinder, wire, peas, cork, paper, slats, clay, and wax.	Develops physically and mentally, and renders the child graceful and polite.
5	40	Perforating, weaving, sewing, paper folding, cutting, and pasting, modelling, drawing, &c.	Gifts required to carry on the Kindergarten according to Fröbel's method, and materials for the occupations.	
5	42	Fröbel's occupations, gymnastics, games, songs, stories, and object lessons.	Fröbel's gifts, appliances for calisthenics, &c.	Healthy, harmonious development; it teaches combination of knowing with doing.
5	38	Fröbel's occupations, gymnastic games, garden work, songs, stories, care of seeds, plants, and domestic animals, &c.	Fröbel's gifts, and material for the occupations, plants, a museum, cabinet, &c.	Harmonious development of all the powers; it teaches combination of knowing with doing, this idea being carried through all grades.

• These statistics are from a return for 1890.

TABLE V.—Statistics of Kindergärten for 1881; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
194	Nyaack Kindergarten.	Nyaack-on-Hudson, N. Y. (corner 2d avenue and Gedney street).	1878	Miss Sarah C. Robinson.	1	12	3-12	4
195	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1879	Marion A. Wilson	1	15	3-7	3
196	Fröbel Kindergarten.	Rochester, N. Y. (No. 3 Clinton Place).	1880	Misses Margaretha Otten and Lisa Marx.	....	25	2-7	3
197	Kindergarten der Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1878	Hermann Pfafflin....	1	20	4-7	5
198	Kindergarten, Western New York Institution for Deaf-Mutes.	Rochester, N. Y. (203 North St. Paul street).	1878	Mary H. Westervelt..	3	50	6-12	6
199	Rochester Kindergarten.	Rochester, N. Y. (61 East avenue).	1878	Miss Meta C. Brown..	1	30	3-10	24
200	Cottage Kindergarten, Primary and Intermediate Classes.*	Syracuse, N. Y. (74 James street).	1876	Mrs. M. C. Still	2	44	3-10	2, 4
201	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton (Staten Island), N. Y.	1874	C. M. Thompson .....	....	20	2-7	3
202	Nursery and Child's Hospital Kindergarten.	West New Brighton (Staten Island), N. Y.	1877	Mrs. M. A. Du Bois ..	1	30	4-18	5
203	West New Brighton Charity Kindergarten.*	West New Brighton (Staten Island), N. Y.	1880	Miss Mary Boyle....	....	20	2-7	4
204	Kindergarten (Charlotte Female Institute).	Charlotte, N. C.	1879	Mrs. N. Eaton Irwin..	....	9	(a)	1
205	Kindergarten (Peace Institute).*	Raleigh, N. C. ....	.....	Mrs. Mary Foster, principal.	1	.....	.....	.....
206	St. Mary's Kindergarten.*	Raleigh, N. C. (Hillsboro' street).	1879	Kate McKimmon....	2	16	5-10	5
207	Tileston Kindergarten.	Wilmington, N. C. ....	.....	.....	.....	.....	.....	.....
208	Cincinnati Free Kindergarten.	Cincinnati, Ohio (Front and Broadway streets).	1880	Sallie A. Shawk	14	200	24-6	2, 3
209	Cincinnati Free Kindergarten.	Cincinnati, Ohio (Twelfth and Elm streets).	1881					

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	Weaving, modelling, pasting, perforating, outlining, drawing, cutting, classifying, designing in paper and crayons, &c.	Reading charts, and charts to teach form and color, and to illustrate the three natural kingdoms, Kindergarten tables and chairs, books, papers, boxes of forms, &c.	Natural and harmonious development of the physical and mental powers.
5	38	Fröbel's occupations	Room built expressly for the purpose, squared tables, Kindergarten chairs, piano, diagrams of animals, colors, &c.	Develops the child in all directions, tending to make strong minds in strong bodies.
5	40	Perforating, drawing, painting, sewing, paper inter-twining, free weaving, mat weaving, mounting, paper folding, peas work, modelling, and pasteboard work.	Balls, 2d, 3d, 4th, 5th, 6th, and 7th gifts, tablets, connected and disconnected slats, sticks, &c.	Acknowledged by parents and physicians to be of great value, as it strengthens the muscles, tends to counteract nervousness, trains the sense of sight and of hearing, concentrates thought, and develops the power of speech.
5	46	Fröbel's occupations	Fröbel's gifts, gardening tools, toys, &c.	Physical, mental, and moral development.
6	40	The ordinary Kindergarten occupations and object lessons in botany, natural history, and mineralogy.	The usual Kindergarten materials, pictures, slates, globes, maps, pencils, thread, scissors, &c.	Awakens interest in surrounding objects and a desire for knowledge, which is unusual in deaf-mute children, thus proving it a superior method to the old, in which they resisted instruction.
5	40	All Fröbel's occupations	All the apparatus and appliances usually found in a genuine Fröbel Kindergarten.	Healthy, natural, and harmonious development of the threefold nature of the child.
5	40	1st to 11th gifts inclusive, perforating, sewing, mat plaiting, drawing, paper interlacing, folding and cutting, peas work, and modelling.	Kindergarten material, tables, chairs, blackboards, &c.	Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature.
5	48	Usual occupations	All material necessary for the occupations.	Beneficial in every respect.
5	45	Weaving, pricking, stick and ring laying, and calisthenics.	.....	Very satisfactory.
5	44	Fröbel's occupations, gymnastics, games, songs, stories, garden work, &c.	Fröbel's gifts, plants, animals, &c.	
5	36	Paper folding, tissue paper work, sewing, tracing, weaving, &c.	Tables, chairs, blocks, &c.	Teaches method and neatness, and develops thought and originality.
.....		Usual occupations, with study of reading, spelling, arithmetic, &c., according to Kindergarten methods.	Desks, chairs, charts, &c.	
5	40	Exercises in color and form, collection of specimens of various kinds, reading, writing, arithmetic, singing, calisthenics, &c.	All American Kindergarten material, charts, &c.	Very good.
5	40	Pricking, sewing, drawing, folding, cutting, weaving, peas work, and exercises with blocks, sticks, triangles, squares, &c.	Those recommended by Fröbel.	Most excellent.

a Under 10 years.

TABLE V.—*Statistics of Kindergartens for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
210	Kindergarten	Cincinnati, Ohio (106 West Seventh street).	.....	Miss Burnet .....	.....	.....	.....	.....
211	Kindergarten of the Cincinnati Orphan Asylum.	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1879	Miss Louise Davis ...	1	35	3-7	3
212	Seventh Street Kindergarten.*	Cincinnati, Ohio (112 West Seventh street).	1876	Helene Goodman	3	32	3-8	3
213	Kindergarten in Jewish Orphan Asylum.	Cleveland, Ohio (Woodland avenue).	1880	Miss Mary A. Spencer	20	5-7	5, 6	
214	Kindergarten in Miss Mittleberger's School.	Cleveland, Ohio (429 Prospect street).	1877	Jane W. Hutchinson..	9	14	3-8	3, 24
215	Miss A. M. Janney's Kindergarten.	Columbus, Ohio (404 East Broad street).	1877	Anne M. Janney	1	28	3-7	3
216	Kindergarten (Institution for the Blind).*	Columbus, Ohio	1878	Miss Mary S. Redick..	1	48	6-10	2
217	Kindergarten of Ohio Central Normal School.	Fayette, Ohio	1876	Mrs. Anna B. Ogden				
218	Kindergarten in the Ursuline Convent.	Toledo, Ohio (corner Cherry and Erie streets).	1879	Sister St. Cecilia	1	41	3-10	14-4
219	Orange Place Kindergarten.*	Toledo, Ohio (corner Orange and Huron streets).	1879	Lily G. Lang	2	30	3-8	4
220	Erie Academy Kindergarten.	Erie (Ninth street), Pa.	1878	.....		12		
221	Fröbel Kindergarten*.	Germantown, Pa. (3362 Main street).	1878	Naomi R. Walker		20	3-10	4
222	Fröbel Kindergarten of the Germantown Infant School.*	Germantown, Pa. (Haines street, near Main).	1879	Alice M. Barrett	9	20	3-4	3

* From Report of the Commissioner of Education for 1880.

* Closed in the fall of 1881.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	44	All of Fröbel's occupations...	Tables, chairs, piano, all of Fröbel's gifts, drums, &c.	Very encouraging.
5	38	The usual gifts and occupations of Fröbel.	The necessary material for occupations and gift lessons, plants, piano, blackboard, pictures, small chairs, and low tables.	Harmonious development of the physical, mental, and moral natures.
5	46	Pricking, sewing, paper folding, paper cutting, weaving, drawing, and modelling.	All of Fröbel's gifts, slates, pencils, and books for preserving the work.	Habits of order, neatness, diligence, perseverance, patience, and kindness are formed, and the child becomes more thoughtful, quiet, and gentle.
5	40	Lessons with Fröbel's third and fourth gifts, weaving, sewing, stick and ring laying, modelling, paper folding, singing, object lessons, &c.	Chairs, squared tables, blocks, rings, balls, a cabinet, pictures, flowers, &c.	Very beneficial to physical development, being highly recommended by physicians; also induces thought and general mental growth.
5	38	Weaving, pricking, sewing, folding, pasting, drawing, peas work, and modelling.	Soft balls, ball cube, and cylinder, cubical blocks, and other gifts, squared tables, and chairs.	The physical training is of great value, all the muscles of the body being brought into action, and the mental powers are gradually awakened, without injury to the young mind.
5	40	Games, use of geometrical forms, clay modelling, &c.	Spheres, cubes, and other solid forms, clay, tools for modelling, &c.	Trains the hand, gives ease in movements of the body, makes the child quick to think, and on the alert for impressions; and imparts to him a knowledge of many common things which he could not otherwise gain.
5	44	Object lessons, embracing the three kingdoms of nature, lessons in color and form, physical exercise, and mechanical work illustrating knowledge acquired.	Charts, geometrical forms, clay materials for mixing color, drawing and weaving, dictation books and cards.	
5	40	Pricking, sewing, weaving, folding, cutting, pasting, stick laying, modelling, and the first four gifts.	Chairs, tables, and all necessary apparatus.	Strengthens the body, awakens the powers of the mind, cultivating especially habits of observation and attention, and promoting harmonious development of the senses.
5	40	Weaving, sewing, stick, tablet and ring laying, modelling, drawing, paper folding, first four gifts, conversational lessons, gardening, peas work, perforating, singing, physical exercises, games, &c.	All of Fröbel's Kindergarten material, squared tables, low chairs, blackboard, piano, stuffed birds, minerals, pictures, plants, musical triangle, aquarium, color chart, &c.	Most beneficial in every way, strengthening and developing without forcing.
3	44	Study of natural history and botany without books, lessons in form and color, drawing, weaving, sewing, block building, counting, staff laying, modelling, games, marching, and singing.	Tables, chairs, clay, balls, cubes, oblongs, squares, triangles, staves, slates, pencils, weaving mats, needles, cards, paper, and rings.	Children become strong and active, orderly and observing; they learn to love useful work, to be kind to one another, and to strive to do that which is right.

♂ At Worthington; removed to Fayette in 1881.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
223	Fröbel's Kindergarten (Lutheran Orphans' Home).	Germantown, Pa. (5580 Main street).	1879	Miss Laura Hoagland	.....	20	3-8	3
224	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay	2	20	3-5	3
225	Intermediate School and American Kindergarten.*	Germantown (Philadelphia), Pa. (Cheltenham avenue, near Green street).	1876	Ada M. Smith	3	50	3-12	4
226	Kindergarten of Lancaster County Home for Friendless Children.*	Lancaster, Pa.	1880	Miss Orril R. Cole	0	50	3-8	3
227	Kindergarten of Hazard's Academy.*	Monongahela, Pa. ....	.....	.....	.....	14	.....	.....
228	{Miss Bennett's School & Kindergarten.	Philadelphia, Pa. (25 South 19th street). }	1874	Anna Bennett	2	32	3-16 3-8	4 24, 3
229	Charity Kindergarten	Philadelphia, Pa. (New street public school building).	1880	Ella Long and Emma Gibson.	.....	35	3-6	3
230	Charity Kindergarten (Lombard Street Day Nursery).	Philadelphia, Pa. (400 Lombard street).	1878	Miss L. Church	1	18	3-6	3
231	Elizabeth Y. Webb's Kindergarten.*	Philadelphia, Pa. (1115 Callowhill street).	1878	Elizabeth Y. Webb	0	7	3-7	3
232	Free Kindergarten	Philadelphia, Pa. (Filbert street, above Twentieth).	1880	Ruth R. Burritt	1	22	3-6	3
233	Friends' Kindergarten*	Philadelphia, Pa. (15th and Race streets).	1877	Susan T. Comly	2	25	3-7	3
234	Kindergarten, St. Mary Street Home and Day Nursery.	Philadelphia, Pa. (723 St. Mary street).	1881	Mrs. Susan Lealey	1	30	3-7	3

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	42	Perforating, staff and ring laying, folding, embroidering, weaving, modelling, and building.	Balls, cubes, cylinders, oblongs, square and triangular tablets, rings, staves, and materials for weaving, perforating, embroidering, paper folding, and modelling.	Imparts health, strength, and grace of body, skill of manipulation, inculcates habits of order and system, quickens perception and accuracy of observation, strengthens the judgment, and develops originality.
5	40	Singing, plays, weaving, sewing, drawing, pricking, peas work, string lessons, bead stringing, paper folding, paper cutting, painting, modelling, and form building.	All of Fröbel's gifts, cabinets, illustrations from the animal, vegetable, and mineral kingdoms, plants, piano, a musical triangle and bells, squared black-board and tables, pictures, &c.	Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination.
5	40	Weaving, stick laying, pricking, paper folding, clay modelling, reading, writing, natural history, callisthenic exercises, &c.	Miss E. M. Coe's Kindergarten material, Prang's natural history series, piano, dumb-bells, wands, cabinet of specimens, object lesson cards, &c.	Improves the physical condition, quickens the mental faculties, and inculcates a love of nature.
5	40	Fröbel's gifts and occupations.	Material for the occupations, seats, squared tables, and blackboard.	
5	36 26	{ Drawing, sewing, weaving, pricking, building, modelling, paper folding, ring and stick laying, peas work, paper cutting, interlacing, and all other occupations given by Fröbel.	{ Everything used in a Fröbel Kindergarten.	{ Very beneficial.
		6 52 Weaving, sewing, drawing, paper folding, pricking, and modelling.	Fröbel's gifts, consisting of blocks, sticks, slates, rings, balls, &c.	Strengthens the body, develops manual skill, exercises the senses, and employs the awakening mind.
6	52	Sewing, weaving, drawing, paper folding, and modelling in clay.	Kindergarten chairs and tables and Fröbel's gifts.	Very beneficial.
5	37	Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c.	Squared tables, small chairs, blackboard, Fröbel's gifts, pictures, birds, &c.	Development of happy, hearty children, sound both in body and mind. They are educated to think, to know, and to act.
5	40	All of Fröbel's elementary gifts and occupations.	Those necessary for the best comfort and development of the child, including tables, chairs, blackboards, &c.	It produces healthy, happy children, quickens the perceptions, attunes the hearts and minds to harmony with nature, and forms a superior preparation for school, showing the advantages of Fröbel's system over all others.
5	40	All the occupations of Fröbel's system, movement plays, &c.	Fröbel's gift and occupation materials, plants, tables, chairs, blackboards, &c.	Harmonious development of the child's threefold nature.
5	52	Sewing, weaving, and clay moulding.	1st gift, six colored balls; 2d gift, sphere, cube, and cylinder; 3d, 4th, 5th, and 6th gifts, large cubes, divided differently; 7th, tablets; 8th and 9th, slates; 10th, sticks; and, 11th, rings.	Harmonious development.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
235	Miss Lehman's Fröbel Kindergarten.	Philadelphia, Pa. (530 North 19th street).	1879	Emma T. Lehman	12	24-8	3	
236	Schleigh Kindergarten	Philadelphia, Pa. (18th st. and Girard ave.).	1877	Miss Fannie M. Schleigh	5	50	3-8	4
237	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk..	7	38	3-6	3-3½
238	West Chestnut Street Kindergarten.	Philadelphia, Pa. (1707 Chestnut street).	1878	M. B. Cochran, principal of seminary.	2	38	3½-7	4
239	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Misses M. M. Wilson and C. B. Morehouse.	2	60	3-10	3
240	Sewickley Academy Kindergarten.	Sewickley, Pa.	1878	John Way, jr., superintendent; Miss C. B. Pierson, conductor.	1	23	3-8	3
241	Locust Street American Kindergarten.	West Philadelphia, Pa. (4037 Locust street).	1880	Miss Lucy S. Wurts ..	2	17	3-10	3½
242	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 N. 35th street).	1877	Anna W. Barnard	1	16	3-7	3
243	West Philadelphia Kindergarten.	West Philadelphia, Pa. (202 S. 41st street).	1876	Miss Mary J. Rider...	1	35	3-12	3-5
244	Wilkes-Barre Kindergarten.*	Wilkes-Barre, Pa.	1880	Miss Gretta Bevier	10	3-7	3½	
245	Miss Taft's Kindergarten.	Newport, R. I.	1881	Miss M. Florence Taft	0	13	2½-8	3
246	Alden Kindergarten..	Providence, R. I. (Angell street).	1878	Caroline M. N. Alden ..	4	55	3-7	3, 4½
247	American Kindergarten.	Lynchburgh, Va., (Church street).	1876	Miss Jannet Cleland..	1	15	4-9	4

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	35	Drawing, weaving, modelling, needlework, paper folding, pricking, paper cutting, building with divided cubes, games and exercises tending to develop the three-fold nature of the child.	Blocks, balls, and squared tables.	Natural and harmonious development of the physical, mental, and moral natures, tending to produce wiser and better men and women.
5	40	Singing, playing, sewing, weaving, paper folding, building with blocks, modelling, &c.	Balls, cubes, oblongs, tablets, rings, gonographs, staves, charts, blackboard, and dumb-bells.	Full development of all the faculties and cultivation of the moral and social nature.
5	34	Fröbel's occupations, games and plays, music by color, notation, and rhythmic exercises.	Kindergarten tables and chairs, Fröbel's materials, piano, cabinet, microscope, blackboards, plants, pictures, &c.	Develops naturally the physical and mental powers, without unduly stimulating them.
5	24	Weaving, modelling, drawing, printing, writing, spelling, and reading.		
5	35	All Fröbel's occupations and gifts, gymnastics, games, &c.	Blocks, tablets, jointed sticks, paper, clay, piano, &c.	Harmonious development of the physical, intellectual, and moral powers.
5	38	Usual Kindergarten occupations, with lessons in reading, writing, numbers, and natural history for the advanced classes.	Fröbel's gifts, fountain, plants, &c.	Very good. Superior preparation for future study.
5	36	Weaving, perforating, embossing, singing, stick and ring laying, designing, paper folding, modelling, drawing, collecting specimens and classifying, calisthenics, games, lessons in color and form, the Bible, reading, spelling, writing, &c.	Kindergarten tables and chairs, piano, blackboard, color and form charts, rings, sticks, boxes of forms, materials for weaving, designing, chain making, perforating, sewing, and drawing, wands, globe, slates, and books.	Strengthens physically, cultivates the memory, develops thought, and forms habits of study and attention.
5	40	All of Fröbel's occupations, songs, games, physical exercises, &c.	Fröbel's gifts, squared tables and blackboard, chairs, piano, &c.	Excellent in every respect, especially in cultivating the moral nature.
5	40	Nearly all the gifts and occupations of Fröbel.	Tables, chairs, blackboard, balls, cubes, oblongs, bricks, materials for weaving, pricking, sewing, and paper folding, tablets, slates, and drawing books.	
5	40	Fröbel's occupations, gymnastic games, stories, songs, &c.	Fröbel's gifts, plants, &c.	
5	36	All of Fröbel's gifts and occupations.	Tables, chairs, blackboards, slates, flowers, and all the Kindergarten gifts.	Excellent.
5	40	Sewing, weaving, peas work, 3d, 4th, 5th, and 6th gifts, paper folding, modelling, drawing, singing, games, gardening, lessons in botany, zoölogy, &c., and for advanced class, wood carving, lace making, gymnastics, and lessons in reading, writing, geography, arithmetic, French, and German.	Fröbel's apparatus and appliances, maps, globes, charts, blackboards, pictures, aquarium, books, gardens, and collections of plants, minerals, stones, shells, animals, &c.	Develops the physical nature of the child, awakens all the faculties of the mind, and makes him ready and eager for work.
5	38	Weaving, modelling, perforating, embroidering, drawing, peas work, lessons in form, also in reading, spelling, arithmetic, and poetry.	Geometrical forms, materials for weaving, globe, animals, and many pictures.	Develops in all directions, especially increasing the powers of observation and thought, and imparting a love for study.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
248	Kindergarten (Leache-Wood Seminary).*	Norfolk, Va. ....	.....	Misses Leache and Wood, principals.	.....	.....	3-8	3
249	Portsmouth Kindergarten.	Portsmouth, Va. (North street).	1876	Miss V. S. Staples and Mrs. S. C. Manning.	.....	18	4-9	5
250	American Kindergarten.	Richmond, Va. (203 South Third street).	1877	Virginia R. Snyder ..	1	15	4	4
251	Kindergarten*	Kenosha, Wis. ....	.....	.....	1	40	.....	.....
252	Kindergarten des Frauenvereins.	La Crosse, Wis. (Fifth street).	1877	Miss Hermine Welsenborn.	0	25	4-7	5
253	Madison Kindergarten.	Madison, Wis. (Mifflin street).	1880	Miss Emma Jeschka..	.....	25	3-7	5
254	Kindergarten der Nordwest Seite.	Milwaukee, Wis. (Seventh street, between Walnut and Sherman).	1874	Miss Carrie Heyd.....	3	40	2-6	5
255	Kindergarten of the German and English Academy.	Milwaukee, Wis. (643 Broadway).	1874	Miss Emma Jeschka..	1	40	2-7	4
256	Milwaukee English Kindergarten.	Milwaukee, Wis. (493 Jefferson street).	1874	Mrs. Chas. H. Clarke..	1	26	4-8	4
257	Milwaukee Kindergarten.*	Milwaukee, Wis. (Tenth street).	.....	Miss L. Pinckney.....	.....	19	3-7	3
258	Milwaukee Normal School Kindergarten.	Milwaukee, Wis. (cor. Seventh and Prairie streets).	1880	Mary J. McCullough..	2	60	4-6	3
259	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1870	Sophia Holshaeuser ..	2	80	3-5	5
260	Kindergarten department, State Normal School.	Oshkosh, Wis.	1880	Nellie E. Talmage	4	42	4-7	3
261	Sheboygan Kindergarten.	Sheboygan, Wis. (cor. Seventh street and New York avenue).	1874	Miss Annie Zaegel.....	.....	20	3-7	5

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
.....		The usual occupations, with singing and calisthenic exercises.	All necessary articles for Kindergarten instruction.	Culture of the physical, mental, and moral natures.
5	42	Devotional exercises, singing, motion songs, calisthenics, object lessons, gardening, marching, playing, writing, drawing, and short lessons from books.	Blackboards, cards, letters, blocks, sticks, balls, pictures, maps, charts, numeral frames, museum, gymnasium, ropes, swings, large box of sand, and a garden with tools for each child.	Promotes physical health, imparts dexterity to the hand, cultivates thought and the reasoning faculties, makes the child kind, unselfish, and truthful, and develops a love for God and humanity.
5	36	Weaving, designing, and pasting, designing and painting, drawing, perforating, stick and ring laying, lessons with blocks, modelling, peas work, and embroidering.	Cabinet of curiosities, and specimens from the three kingdoms of nature.	Strengthens the body and the mind. The method is wonderful in its results, producing deep and lasting impressions without overstimulating the young mind.
6	44	All occupations of Fröbel's system, with instruction in German.	Fröbel's materials	Results most favorable on both mind and body.
6	52	Weaving, block building, drawing, paper folding, singing, marching, gymnastics, and exercises in declamation.	.....	Physical development.
5	50	The usual occupations with the different gifts, calisthenics, declaiming, and singing.	Colored balls, geometrical solids, tablets, sticks, slates, materials for perforating and embroidering, split wood, straw, clay, primers, blackboards, &c.	Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self-control.
6	42	Fröbel's occupations	The usual apparatus and appliances.	Satisfactory in every respect.
5	40	The usual occupations	Usual appliances.	
5	38	All taught in the Fröbel system.	All the gifts, blackboard, piano, and rubber balls.	
5	40	Work with gifts and occupations, games, singing, and lunch.	Fröbel's gifts and material for the occupations, table cloths, dishes, towels, tables, chairs, drums, triangle, and piano.	Excellent. Its superiority to other methods is very manifest.
6	48	Drawing, weaving, sewing, perforating, paper folding, cutting, and mounting, tablet, slate, and stick laying, block building, gymnastics, singing, marching, and plays accompanied with music.	Balls, blocks, slates, peas, wax, clay, charts, blackboard, plants, pictures, gymnastic apparatus, and piano.	Develops a love for order, freedom, and justice, and creates a desire for books and school.
5	40	Modelling and board work, peas work, paper folding, intertwining, cutting and pasting, weaving, sewing, and pricking.	1st gift, worsted balls; 2d, ball, cube, and cylinder; 3d, 4th, 5th, and 6th, divided cubes; 7th, square and triangular tablets; 8th, connected slats; 9th, interlacing slats. 10th, sticks, squared blackboard, and slates.	Most visible improvement in the moral nature. It tends to counteract peevishness and restlessness and to make the child polite and kind.
5	54	The occupations belonging to Fröbel's system.	Balls, sphere, cube, and cylinder, building blocks, tablets, slats, sticks, rings, and materials for pricking, embroidering, drawing, weaving, interlacing, peas work, and paper folding.	Improves the health and develops the mind, especially the memory.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
262	Watertown Kindergarten.	Watertown, Wis.....	1877	Miss Ella Koenig.....	0	40	3-7	6
263	Kindergarten.....	Globe, Ariz.....	1881	Miss Stella A. Morehouse.	.....	16	3-10	3
264	Georgetown Kindergarten.	Georgetown, D. C. (cor. West and Valley streets).	1878	Miss Mary Emma King	0	12	4-10	4
265	Kindergarten Industrial Home School.	Georgetown, D. C.....	1880	Mary E. Hatch.....	.....	30	3-8	4
266	Bethany Free Kindergarten.*	Washington, D.C. (cor. Ohio avenue and Thirteenth streets).	1880	Emma L. Graves.....	1	50	2-8	34
267	Capitol Hill Institute and Kindergarten.	Washington, D. C. (22 Third street southeast).	1877	Miss Cornelia F. Boyden.	3	64	{2-10 {9-17}	3-4
268	Fröbel Institute and Kindergarten.*	Washington, D. C. (1127 Thirteenth street northwest).	1875	Misses Susie Pollock and Catherine Noerr.	2	40	34-10	34
269	Iowa Circle Graded School and Kindergarten.	Washington, D.C. (936 P street northwest).	1879	Dora N. Brown, principal; Kate S. White, Kindergartener.	0	34	4-12	4, 3
270	Kindergarten.....	Washington, D. C. (1135 Seventeenth street northwest).	1881	Miss Olga Hesselbach.	..	23	4-8	4
271	Kindergarten*.....	Washington, D. C. (807 H street northeast).	1879	Mrs. S. A. Cavis.....	1	20	4-12	4
272	Metropolitan Seminary and Kindergarten.*	Washington, D. C. (800 Eighteenth street northwest).	1876	Bessie C. Graves.....	(a)	(a)	.....	34
273	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street northwest).	1874	Mrs. Louise Pollock...	2	30	3-10	3, 5

* From Report of the Commissioner of Education for 1880.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Singing, twisting, braiding, &c.	.....	Very satisfactory.
5	40	Sewing, pricking, weaving, pasting, modelling, folding, cutting, and gardening.	All the gifts, papers, and books belonging to the system.	It makes the child graceful, easy, and polite in his manners, quickens the intellect, especially developing the powers of observation and expression, and its moral effect is incalculable.
5	40	Fröbel's occupations and lessons, with the gifts, physical exercises, games, singing, object lessons, and drawing.	Fröbel's gifts and materials and usual Kindergarten furniture and apparatus.	Promotes physical and mental development in a pleasant and effective manner, and forms a thorough preparation for primary classes.
5	40	Block building, stick laying, weaving, sewing, peas work, perforating, drawing, &c.	The different gifts and a blackboard.	Good.
5	40	Weaving, perforating, peas work, 3d and 4th gifts, tablet and ring laying, paper folding, sewing, &c.	.....	Wonderful; changing in a short time those who have never known rule or guidance to orderly children.
5	40	The 20 Fröbel gifts and occupations.	Usual gifts and appliances of a true Kindergarten, airy rooms, play ground, piano for older pupils, dumb bells, maps, charts, blackboards, globes, &c.	Improves the physical condition, awakens and expands the mental faculties, teaches the child to be systematic, thoughtful of others, self-dependent, and polite, and lays a valuable foundation for later school work.
5	40	Usual Kindergarten occupations.	Everything necessary for thorough training in the system.	Decidedly advantageous.
5	40	Weaving, paper folding, sewing, paper cutting and twisting, perforating, drawing, modelling, and peas work.	3d, 4th, 5th, and 6th gifts, tablets, slates, sticks, rings, materials for weaving and perforating, squared tables, slates, and blackboards.	Very beneficial to both body and mind.
5	40	.....	.....	.....
5	38	Object lessons, plays, games, songs, and elementary instruction.	Fröbel's gifts	Develops the muscular system, improves the health, quickens the perception, and arouses the mind to activity.
....	40	All Kindergarten gifts and occupations.	Material for the different gifts and occupations, squared tables, blackboard, slates, dumb-bells, wands, globes, maps, pictures, &c.	It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him, and cultivating in him a desire to investigate and create the same.
5	40	All the Fröbel occupations except pricking and pasting.	Squared tables, slates, and blackboards, all the gifts, including balls, blocks, tablets, staffs, sticks, rings, and materials for the occupations.	Improved physical and nervous condition, habits of attention, observation and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training.

a Reported in Table VI.

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Kindergar'en in the Institution for the Deaf and Dumb.	Berkeley, Cal.....	Suspended.
Kindergarten.....	Jacksonville, Fla.....	Not found.
Kindergarten (Anna E. Mills).....	Macon, Ga.....	Not found.
Kindergarten.....	Chicago, Ill. (a. e. cor. Wabash avenue and Harmon court).	Not found.
Kindergarten.....	Chicago, Ill. (1805 Prairie avenue).	Not found; removed.
Kindergarten (Mrs. Busch).....	Chicago, Ill. (1114 Milwaukee avenue).	Closed.
Franklin Kindergarten.....	Franklin, Ind.....	Closed.
Kindergarten (Miss Eleanor E. Jones).....	Lewiston, Me.....	Not a Kindergarten proper.
Patterson Park Kindergarten.....	Baltimore, Md.....	Name changed to the New Education Kindergarten.
Mount Vernon Institute Kindergarten.....	Baltimore, Md.....	Closed.
Kindergarten of Newbury Street School.....	Boston, Mass.....	Closed.
Kindergarten School of the North End Mission.	Boston, Mass.....	Closed.
Dunster Street Kindergarten.....	Cambridge, Mass.....	Closed.
Kindergarten (Miss Serena B. Frye).....	Cambridge, Mass. (Police Station, near University Press Works).	Removed; not found.
Private Kindergarten (Miss Dora B. Moody).....	Gloucester, Mass.....	Succeeded by Gloucester Kindergarten (Miss Adelia B. Shepherd).
Kindergarten department of Eaton Family School.	Middleborough, Mass.....	Closed.
The Misses Bacon's Kindergarten.....	Grand Rapids, Mich..	Closed.
Ionia Kindergarten.....	Ionia, Mich.....	See Second Ward Kindergarten; a small private Kindergarten called Ionia Kindergarten is opened during the summer months by the conductor of the Second Ward Kindergarten.
Kindergarten of Norwoo Hall.....	St. Paul, Minn.....	Not in existence.
Kindergarten of Elizabeth Aull Female Seminary.	Lexington, Mo.....	Suspended.
Christ Church Kindergarten.....	Beatrice, Nebr.....	Closed.
Columbian Kindergarten.....	Brooklyn, N. Y. (209 Clin on avenue).	Removed; not found.
Lafayette Avenue Kindergarten.....	Brooklyn, N. Y.....	School removed and name changed to Lafayette Kindergarten.
Free Kindergarten of the Anthon Memorial Church.	New York, N. Y.....	See Free Kindergarten of All Souls Church; identical.
Kindergarten.....	New York, N. Y. (East Mt. Vernon).	Closed.
Kindergarten of the New York Orphan Asylum.	New York, N. Y.....	Closed with the opening of the kitchen garden in the spring of 1881.
Rochester Kindergarten (Misses Otten and Marx).	Rochester, N. Y.....	See Fröbel Kindergarten.
Kindergarten of Miss Cruttenden's Seminary.	Rochester, N. Y.....	Closed.
Rome Kindergarten.....	Rome, N. Y.....	Closed.
Kindergarten of the Ossining Institute.....	Sing Sing, N. Y.....	Closed.
Kindergarten department of Miss Nourse's School.	Cincinnati, Ohio.....	Succeeded by Miss Burnet's Kindergarten.
Miss Whitmore's Kindergarten.....	Cleveland, Ohio.....	Closed.
Kindergarten (Miss M. E. Ross).....	Columbus, Ohio.....	See Normalville, Ill.
Kindergarten of Trinity School.....	Toledo, Ohio.....	Closed.
Kindergarten of Ohio Central Normal School.	Worthington, Ohio.....	Removed to Fayette.
Kindergarten (Pennsylvania Training School).	Media, Pa.....	Post office is now Elwyn.
"Hope" Kindergarten.....	New Castle, Pa.....	Not found.
Kindergarten (R. Emma Trego).....	Philadelphia, Pa.....	Closed.
St. Agnes Kindergarten.....	Philadelphia, Pa.....	Not found.
Mrs. Dr. Max Doerfling's Kindergarten.....	Milwaukee, Wis.....	Closed.

Kindergärten from which no information has been received.

Name and location.	Name and location.
<p>Kindergarten (Miss D. A. Curtis), Sacramento, Cal. Kindergarten, Bridgeport, Conn. (287 Myrtle ave.). Charity Kindergarten, Chicago, Ill. (cor. Chicago avenue and La Salle street). Kindergarten, Chicago, Ill. (375 N. La Salle st.). Kindergarten, Chicago, Ill. (27 Aldine Square). Kindergarten, Chicago, Ill. (62 Langley avenue). Miss Nellie C. Alexander's Kindergarten, Chicago, Ill. Meridian Hall Kindergarten, Indianapolis, Ind. Kindergarten, Boone, Iowa. Miss E. D. Powell's Kindergarten, Louisville, Ky. Kindergarten of Louisville Female Seminary, Louisville, Ky. Miss Mary Barton's Kindergarten, Louisville, Ky. Kindergarten of Looquet-Leroy Institute, New Orleans, La. Normal Kindergarten, Baltimore, Md. Kindergarten, Boston, Mass. (West Chester Park). Kindergarten of the Boston Orphan Asylum, Boston, Mass. Parmenter Street Kindergarten, No. 2, Boston, Mass. South End Kindergarten, Boston, Mass. Free Kindergarten, Cambridge, Mass. (Concord avenue). Kindergarten (Miss Hutchinson), Cambridge, Mass. Kindergarten, Canton, Mass. Kindergarten, Jamaica Plain, Mass. Fröbel Kindergarten, North Cambridge, Mass. Kindergarten, St. Charles, Mo. Kindergarten of Martha Institute, Hoboken, N. J. Kindergarten of the Academy of the Sacred Heart, Hoboken, N. J. Kindergarten of St. Aloysius Academy, Jersey City, N. J. Miss Alston's Kindergarten, Newark, N. J. St. Peter's Kindergarten, Newark, N. J. Kindergarten of Lockwood's New Academy, Brooklyn, N. Y. Miss Cora E. Mattice's Kindergarten, Buffalo, N. Y. Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y. Miss Jaudon's Kindergarten, New York, N. Y.</p>	<p>Kindergarten, New York, N. Y. (56 W. 53th street). Kindergarten in St. Stephen's Church Home, New York, N. Y. Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y. Kindergarten of Moeller Institute, New York, N. Y. Kindergarten of the Academy of Mt. St. Vincent on the Hudson, New York, N. Y. Kindergarten of the German-American School of the Nineteenth Ward, New York, N. Y. Mrs. Smuller's Kindergarten, New York, N. Y. Fröbel Kindergarten, Syracuse, N. Y. Kindergarten, Pittsboro', N. C. Kindergarten, Warrenton, N. C. The Avondale Kindergarten, Avondale, Ohio. The Mt. Auburn Kindergarten, Cincinnati, Ohio. Brook's Kindergarten, Cleveland, Ohio. East Cleveland Kindergarten, Cleveland, Ohio. Kindergarten (Cleveland Academy), Cleveland, Ohio. Kindergarten (Home for the Friendless), Columbus, Ohio. Kindergarten (Pennsylvania Training School), Elwyn, Pa. Kindergarten, Germantown, Pa. (29 Wister street). Charity Kindergarten, Philadelphia, Pa. (Twenty second and Locust streets). Kindergarten, Philadelphia, Pa. (123 S. 34th street). Kindergarten, Philadelphia, Pa. (1802 Wallace st.). Kindergarten, Philadelphia, Pa. (1718 Rittenhouse street). Sharon Hill Kindergarten, Sharon Hill, Pa. West Chester Fröbel Kindergarten, West Chester, Pa. Kindergarten (Charleston Orphan House), Charleston, S. C. Williamston Female College Kindergarten, Williamston, S. C. Kindergarten (Young Ladies' School), Memphis, Tenn. Kindergarten (Nashville Academy), Nashville, Tenn. Washington Collegiate Institute Kindergarten, Washington, D. C.</p>

23	St. Mary's Hall.....	Bentola, Cal.....	1870	Rev. L. D. Mansfield, A. M., Rector.....	P. E.....	2	9	63	3	60	60	7	42	0	0	0	0
24	Milton Springs College.....	Geyser Springs, Cal.....	1863	John Gamble.....	Presb.....	7	1	65	65	60	20	10	6	2	2	2	2
25	Convent of Mary Immaculate.....	Gilroy, Cal.....	1871	Mother Superior.....	R. C.....	3	80	30	50	30	50	30	0	0	0	0	0
26	Gilroy Seminary.....	Gilroy, Cal.....	1868	Sarah M. Severance.....	Non-sect.....	0	2	39	15	24	39	15	0	0	0	0	0
27	College of Notre Dame.....	Marysville, Cal.....	1869	Sister Aloysius.....	R. C.....	7	125	100	100	100	100	100	20	10	20	4	3
28	Napa Collegiate Institute.....	Napa City, Cal.....	1870	A. E. Lasher, A. M.....	M. E.....	5	4	158	100	58	90	46	20	10	20	4	3
29	Convent of Our Lady of the Sacred Heart.....	Oakland, Cal.....	1868	Mother J. Baptist, superior provincial.....	R. C.....	22	115	115	115	115	115	115	85	10	20	4	3
30	Golden Gate Academy.....	Oakland, Cal.....	1871	Rev. Henry E. Jewett, M. A.....	Cong.....	5	3	50	50	40	10	10	5	4	4	4	4
31	St. Joseph's Academy.....	Oakland, Cal.....	1878	Richard B. Snell and Mary E. Snell.....	R. C.....	2	9	140	140	130	10	28	10	28	10	28	10
32	Snell Seminary for Young Ladies.....	Oakland, Cal. (568 12th st.).....	1878	G. P. Tindall.....	Cong.....	3	5	90	50	40	74	12	4	5	3	0	0
33	Geethville Academy.....	Placerville, Cal.....	1861	H. J. Goethe.....	Non-sect.....	1	104	95	99	184	10	10	2	1	2	1	1
34	Goethe's German School.....	Sacramento, Cal. (n. e. cor. 1 and 11th streets).....	1873	Edward Payson Howe.....	Non-sect.....	1	104	95	99	184	10	10	2	1	2	1	1
35	Howe's High School and Normal Institute.....	Sacramento, Cal. (8th st., between J and K sts.).....	1873	Mrs. A. C. Curtis.....	M. E.....	1	359	250	109	359	13	340	8	30	16	11	11
36	Sacramento Select School.....	Sacramento, Cal. (L street, near 6th).....	1871	Mrs. A. C. Curtis.....	M. E.....	1	359	250	109	359	13	340	8	30	16	11	11
37	Sacramento Seminary.....	Sacramento, Cal.....	1863	Mrs. Harmon Perry.....	Non-sect.....	9	80	80	75	5	10	10	10	10	10	10	10
38	St. Joseph's Academy.....	Sacramento, Cal. (cor. 8th and G streets).....	1875	Sister Superior.....	R. C.....	0	11	400	0	400	400	400	400	400	400	400	400
39	Mrs. Colgate Baker's English, French and German Boarding and Day School for Young Ladies.....	Sacramento, Cal. (1008 Van Ness avenue).....	1878	Mrs. Colgate Baker.....	Non-sect.....	1	5	53	3	55	47	2	45	1	0	0	0
40	College of Notre Dame of San Francisco.....	San Francisco, Cal.....	1876	Sister Aloysie of the Cross.....	R. C.....	22	480	480	480	480	480	480	200	200	200	200	200
41	Irving Institute.....	San Francisco, Cal. (1036 Valencia street).....	1877	Rev. Edward B. Church, A. M.....	Non-sect.....	3	4	62	5	57	93	7	17	17	17	17	17
42	Sacred Heart College.....	San Francisco, Cal. (e. e. cor. of Eddy and Larkin streets).....	1874	Rev. Brother Genebern.....	R. C.....	28	700	700	450	150	100	100	100	100	100	100	100
43	University (City) College.....	San Francisco, Cal. (Haight street).....	1859	Rev. James Matthews, D. D.....	Presb.....	3	4	53	44	14	36	22	12	12	12	12	12
44	Urban Academy.....	San Francisco, Cal. (Mission and Geary streets).....	1864	Nathan W. Moore.....	Non-sect.....	8	2	83	83	15	67	70	41	12	3	1	1
45	Mias West's School for Girls.....	San Francisco, Cal.....	1872	Mary B. West.....	P. E.....	9	75	6	70	70	6	65	0	0	1	0	0
46	Madame Zeitels's Institute.....	San Francisco, Cal. (222 Post street).....	1862	Madame Bertha Zeitels, A. M.....	Non-sect.....	6	9	175	175	175	5	175	5	175	5	175	5
47	Laurel Hall.....	San Mateo, Cal.....	1864	Mrs. L. Manson-Buckmaster.....	Non-sect.....	2	6	60	60	60	60	60	30	30	30	30	30
48	St. Matthew's Hall.....	San Mateo, Cal.....	1866	Rev. Alfred Lee Brewer, M. A.....	Non-sect.....	11	2	134	133	1	91	43	35	0	0	0	0
49	School of the Holy Cross.....	Santa Cruz, Cal.....	1862	Sister Rose Genevieve Phelan.....	R. C.....	9	9	150	150	150	150	150	150	150	150	150	150
50	California Normal and Scientific School.....	Vacaville, Cal.....	1881	W. J. Stevens, A. M.....	Non-sect.....	5	1	1	1	1	1	1	1	1	1	1	1
51	Washington College.....	Washington, Cal.....	1870	S. S. Harmon, A. M.....	M. E.....	(5)	72	42	30	30	30	30	10	13	13	13	13
52	Colorado Seminary.....	Denver, Colo.....	1864	Rev. David H. Moore, A. M., D. D., president.....	M. E.....	2	58	28	30	58	58	58	58	58	58	58	58
53	Wolfe Hall.....	Denver, Colo.....	1868	Mrs. Anna Palmer.....	P. E.....	4	8	100	100	141	15	84	84	84	84	84	84

75	Miss Nott's English and French Family and Day School.	New Haven, Conn. (33 Wall street).	1873	Miss Lydia P. Nott.	Non-sect.	2	10	80	7	80	50	30	35	0	0	0	0
76	West End Institute.	New Haven, Conn. (99 Howe street).	1870	Mrs. Sarah L. Cary.	Cong.	1	8	86	0	86							
77	Warman Academy.	New Preston, Conn.	0	Gould C. Whittlessey.	Cong.		4	35		35	35	25					
78	Miss Meeker's School.	Norwich, Conn. (58 Washington street).	1869	Miss Henrietta Meeker.	Cong.												
79	Our Lady of Perpetual Help.	Pattam, Conn.		Sisters of Mercy.	R. C.												
80	Seabury Institute.	Seybrook, Conn.	1865	Rev. P. L. Shepard, A. M.	P. E.	2	3	50	30	20	50	13	3	5	2	1	
81	Day School for Boys.	Stamford, Conn.	1875	Hiram U. King.	Cong.	4	1	45	45	0	34	11	3	10	1	2	1
82	Select Boarding and Day School.	Stamford, Conn.	1854	George B. Glendinning, A. M.	P. E.	2	30	30	30	15	10	6	2				
83	English and Classical School.	Stratford, Conn.	1847	Frederick Sedgwick, A. M.	Non-sect.	1	18	8	10	18	4	1	0	0	0	0	0
84	Stratford Institute for Young Ladies.	Stratford, Conn.	1876	Mrs. E. E. Clark.	Non-sect.	1	2	12		12	12	1	3				
85	Lewis Academy.	Southington, Conn.	1846	W. M. McLaughlin.	Non-sect.	1	43	23	20	23	21	4	1	1			
86	The Gunnery.	Washington, Conn.	1853	Frederick W. Gunn, a.	Non-sect.	2	4	61	53	8							
87	St. Margaret's Diocesan School for Girls.	Waterbury, Conn.	1875	Rev. Francis T. Russell, M. A.	P. E.	3	9	120		120	70	50	30				
88	Wilton Academy.	Wilton, Conn.	1817	Edward Olmstead.	Cong.	1		21	13	8	4	17	1	3			
89	Wilton Boarding Academy.	Wilton, Conn.	1852	Augustus Whitlock.	Non-sect.			30	20								
90	Parker Academy.	Woodbury, Conn.	1851	H. C. Falmagne, A. M.		1	1	44	24	20	32	12		3	1		
91	Wilmington Conference Academy.	Dover, Del.	1873	R. H. Skinner, A. M.	M. E.	3	180	80	50		25	15		3			
92	St. John's School.	Funkland, Del.	1880	Rev. Frederick Thompson, M. A.	P. E.	8	0	27	27	0	17	10	3	10	12	0	0
93	Felton Seminary.	Felton, Del.	1867	Rev. L. A. T. Ioba, Ph. D.	Non-sect.	3	2	60	20	40							
94	Georgetown Academy.	Georgetown, Del.	1813	McKendree Downham.	Non-sect.	1	1	41	15	26	41	3					
95	Laurel Select School.	Laurel, Del.	1881	W. B. Tharp.													
96	Milford Seminary.	Milford, Del.	0	R. E. Maraville, A. M.	Non-sect.	1	3	38	12	26	15	12		5			
97	Milton Academy.	Milton, Del.	1830	Rev. Frederick Thompson, M. A.	Non-sect.	2		25	20	5	15	10	2	3	1	0	0
98	Academy of Newark.	Newark, Del.	1769	Rev. J. L. Polk, A. M., Ph. D.	Non-sect.	4	2	82	48	34							
99	Academy of the Visitation.	Wilmington, Del.		Mother M. Clementine O'Connell.	R. C.												
100	Brandywine Academy.	Wilmington, Del.	1872	Prof. Norvell.													
101	Rugby Academy.	Wilmington, Del.	1878	Dr. Samuel W. Murphy, A. M.	Non-sect.	6		93	93	29	3	8	7	3			
102	Wilmington Academy.	Wilmington, Del.	0	James H. Crabbs.	Non-sect.	9	1	157	90	67	157	15	10	0	2	0	0
103	Wyoming Institute of Delaware.	Wilmington, Del.	1860	Rev. J. E. Perry, A. M.	Baptist.	2	3	70	34	36	63	7	6	2			
104	Linnetta Academy.	Bay St. Joseph, Fla.	0	James C. Craver, M. D.	Non-sect.	2	1	56	27	39	51	2	3	0	0	2	0
105	Cookman Institute.	Jacksonville, Fla.	0	Rev. Samuel B. Darvell, B. D.	M. E.	3	162	70	92	144	18			1	0	0	0
106	Convent of Mary Immaculate.	Key West, Fla.	1868	Mother Mary Fellicite, superior.	R. C.		12	266		266	266	52					
107	Florida Institute.	Livie Oak, Fla.	1876	Rev. J. L. A. Fish.	Baptist.	1	2	111	66	45	108	3	0	1		0	
108	Santa Rosa County Graded Free School.	Milton, Fla.	1879	W. J. Bowen.		2	2	140	60	80	140	24	10			0	
109	West Florida Institute.	Milton, Fla.	1878	A. O. Wright, A. M.		2	2	150	76	74	150	25		15			
110	Academy of the Sacred Heart.	Pelataka, Fla.	1876	Sister M. Josephine, sup'r.	R. C.		4	50	20	30	20	6					
111	Christ Church School.	Pensacola, Fla.	1856	Sister Mary G. Scott.	P. E.		2	45	10	35	45	8			4		
112	West Florida Seminary.	Tallahassee, Fla.	1861	J. N. Whitner, A. M.	Non-sect.	2	2	54	20	34	36	19	0	1	0	0	0
113	Barlow Classical Institute.	Adairville, Ga.	1881	Leonidas C. Dickey, A. M.	Non-sect.	1	3	60	34	26	20	40	12	40	11		

^b These figures are for the year 1880.

Deceased August, 1881.

* From Report of the Commissioner of Education for 1890.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
114	Sterne's Institute.....	Albany, Ga.	1877	Mrs. A. Sterne.....	Non-sect.....	60	6	70	70	50	50	50	50	50	50	50	50	50	50
115	Home School*.....	Athens, Ga.	1870	Miss C. Sosnowski.....	Baptist.....	5	5	110	90	90	90	90	90	90	90	90	90	90	90
116	Atlanta Baptist Seminary.....	Atlanta, Ga.	1875	Rev. Joseph T. Robert, LL. D.....	Non-sect.....	2	5	90	90	90	90	90	90	90	90	90	90	90	90
117	Atlanta Female Institute.....	Atlanta, Ga.	1875	Mrs. Josephine W. Ballard.....	Non-sect.....	0	0	350	150	200	350	350	350	350	350	350	350	350	350
118	Storrs School.....	Atlanta, Ga.	1868	Miss Amy Williams.....	Cong.....	1	2	40	30	10	40	20	20	0	0	0	0	0	0
119	Summersville Academy.....	Summersville, Ga.	1878	S. H. Owens.....	Non-sect.....	1	2	40	30	10	40	20	20	0	0	0	0	0	0
120	Bairdstown Academy*.....	Bairdstown, Ga.	0	John S. Callaway.....	Baptist.....	3	105	111	84	30	15	0	1	1	1	1	1	1	1
121	Gordon Institute.....	Barnesville, Ga.	1872	Charles E. Lambdin, A. M.....	Non-sect.....	3	3	162	82	30	58	4	4	3	0	0	0	0	0
122	Union Academy.....	Bartow Iron Works, Ga.	1876	James K. Glenn, A. M.....	Non-sect.....	1	1	40	18	22	34	13	12	10	8	5	3	3	3
123	Jackson Academy.....	Bellevue, Ga.	1840	J. S. McDowell.....	Presb.....	1	1	50	25	25	50	4	4	0	0	0	0	0	0
124	Blackshear Academy.....	Blackshear, Ga.	1869	John E. Hanna.....	Meth.....	1	1	25	15	10	21	6	6	0	0	0	0	0	0
125	Goodoverville Academy*.....	Boston, Ga.	1873	E. J. Holmes.....	Non-sect.....	1	1	109	54	55	84	25	8	0	0	0	0	0	0
126	Buena Vista High School*.....	Buena Vista, Ga.	0	P. E. Davant, A. M., and J. L. Sanders.....	Non-sect.....	2	2	31	19	12	31	7	1	1	1	1	1	1	1
127	Peach Orchard Academy*.....	Buena Vista, Ga.	1872	Miss Ida Munro.....	Non-sect.....	0	1	31	19	12	31	7	1	1	1	1	1	1	1
128	Butler Female College and Male Institute.....	Butler, Ga.	1875	John W. Dozier.....	Non-sect.....	2	3	128	63	65	128	36	3	3	3	3	3	3	3
129	Calhoun Academy*.....	Calhoun, Ga.	1850	Rev. J. B. Hillhouse.....	Non-sect.....	1	3	65	34	31	40	25	4	4	4	4	4	4	4
130	Mrs. Fields' Select School.....	Calhoun, Ga.	1860	Mrs. M. E. Fields.....	Presb.....	1	3	64	30	34	52	12	5	5	5	5	5	5	5
131	Cannell Academy.....	Cannell, Ga.	1871	A. F. Ware.....	Non-sect.....	1	1	75	40	35	49	30	35	20	15	2	2	2	2
132	Carrall Masonic Institute.....	Carrollton, Ga.	1872	H. C. Brown.....	Non-sect.....	2	2	137	75	62	100	37	4	4	4	4	4	4	4
133	The African Methodist Episcopal High School*.....	Cartersville, Ga.	1870	J. Q. Gassett.....	A. F. M. E.....	1	2	100	40	60	100	0	0	10	5	1	1	1	1
134	Cartersville Female Academy*.....	Cartersville, Ga.	1871	S. F. Brane.....	Non-sect.....	63	1	60	19	31	31	15	2	15	15	15	15	15	15
135	Cartersville High School.....	Cartersville, Ga.	1871	Ronald Johnston.....	Non-sect.....	1	1	60	21	29	60	15	2	15	15	15	15	15	15
136	Erwin Street School*.....	Cartersville, Ga.	0	L. B. Millean.....	Non-sect.....	62	1	60	21	29	60	15	2	15	15	15	15	15	15

137	Wofford Academy*	Casa Station, Ga.	1852	Matthew Marshall	Baptist	a3	78	43	35	0	0	0	0
138	Female Seminary*	Cave Spring, Ga.	1852	Miss Georgia Davis	Baptist	a3	1	15	0	15	0	0	0
139	Hearn Manual Labor School	Cave Spring, Ga.	1858	Palmon J. King, A. M.	Baptist	1	0	30	0	20	8	0	1
140	Cedar town High School	Cedar town, Ga.	0	William J. Noyes, A. B.	Non-sect	1	4	157	80	77	12	8	1
141	Cedar town Male and Female Academy	Cedar town, Ga.	1877	James C. Harris	Non-sect	1	86	42	44	77	13	1	2
143	Plentiful Academy*	Clinton, Ga.	1871	H. D. McKay, Jr.	Non-sect	1	32	24	8	29	3	4	...
144	St. Joseph's Academy	Columbus, Ga.	1862	Sister M. Bonaventure	R. C.	1	4	94	34	60	...	...	...
144	Shade's School for Boys	Columbus, Ga.	1866	James J. Shade	Non-sect	1	43	42	42	40	40	4	1
145	Concord Academy	Concord, Ga.	1867	J. B. Mathews	Baptist	1	1	86	43	86	2	25	0
146	Conyers Female Seminary*	Conyers, Ga.	...	Miss C. A. Hansell	...	a2	30	30	30	...	0	0	0
147	Conyers Male Academy*	Conyers, Ga.	...	R. A. Guinn	...	a3	79	79	...	...	...	...	...
148	Conyers Male and Female High School	Conyers, Ga.	0	L. F. Daniell, A. B.	...	a3	1	70	40	30	35	28	7
149	Crawford Academy	Crawford, Ga.	1868	John F. Cheney	Non-sect	1	1	65	32	33	57	6	2
150	Collegiate Institute	Culloden, Ga.	1847	A. Dickey, A. M.	Non-sect	2	1	75	40	35	75	...	...
151	Grange Male and Female College	Crithbert, Ga.	1881	M. A. McNulty, A. M.	Non-sect	4	2	140	84	56	...	...	...
152	Crawford High School	Dalton, Ga.	1873	J. H. Bittling	Baptist	3	152	102	...	117	35	...	1
153	Delhi High School	Danburg, Ga.	0	William P. Bradford	Non-sect	1	25	17	8	25	3	0	0
154	Decatur High School	Decatur, Ga.	1825	B. S. Crane	Non-sect	1	1	56	38	10	6	0	2
155	Dirt Town Academy*	Dirt Town, Ga.	1819	S. E. Jones	Non-sect	2	46	28	18	46	5	10	3
156	Farmersville Academy	Dirt Town, Ga.	0	W. F. Irvine	Non-sect	1	61	31	30	2	0	1	0
157	Elbert Male High School	Elberton, Ga.	0	Thomas C. Carlton	Non-sect	2	75	75	20	...	15	15	0
158	Elberton Female Collegiate Institute	Elberton, Ga.	1853	Mrs. Louise S. Jones	Non-sect	1	3	45	0	45	15	15	30
159	Mo's Hill Academy	Ellaville, Ga.	1860	John M. Collum	Meth.	1	24	16	18	24	7	10	7
160	Ellijay Seminary	Ellijay, Ga.	1874	M. G. Bates, A. B.	M. E.	1	1	105	60	45	22	10	18
161	Mt. Paran Academy*	Enbarlee, Ga.	1868	Rev. Samuel W. Nowell	Non-sect	1	2	54	36	19	54	5	0
162	Fairburn Academy	Fairburn, Ga.	1876	T. N. Rhodes	Meth.	1	2	101	65	36	75	25	101
163	Fairmount Academy*	Fairmount, Ga.	1850	Miss S. S. Kingsbery	Meth.	1	2	62	28	84	38	0	0
164	Fayetteville Seminary*	Fayetteville, Ga.	...	William S. Beadles	Meth. & Bapt.	3	1	52	19	83	...	...	...
165	Forsyth Male and Female Institute	Forsyth, Ga.	1851	W. D. and T. H. Thurmond	Meth. & Bapt.	1	1	110	36	75	110	50	0
166	Fort Valley Female Seminary*	Fort Valley, Ga.	...	Mrs. Mary B. Persons	Non-sect	a3	42	42	42	42	...	...	...
167	Franklin Institute*	Franklin, Ga.	1880	Leonidas Jones	Non-sect	3	2	120	60	60	...	...	...
168	Gainesville College	Gainesville, Ga.	1873	Rev. C. R. LaHatte, president	Non-sect	a3	3	100	50	60	...	...	...
169	Methodist College	Gainesville, Ga.	1881	G. H. Murray	Meth.	1	40	25	15	14	5	...	...
170	Oak Grove Academy	Garden Valley, Ga.	...	George B. Atkinson	Bapt.	1	1	50	30	20	30	20	4
171	Greensboro' Male and Female Cooperative School	Greensboro', Ga.	...	Miss M. E. Porter	Non-sect	0	3	55	0	55	9	0	...
172	Miss Porter's High School	Griffin, Ga.	0	Alanson R. Niles	Non-sect	2	1	97	97	97	15	6	0
173	Samuel Bailey Male Institute	Hartwell, Ga.	1870	Morgan Looney	Non-sect	2	2	150	100	50	50	30	5
174	Hartwell High School	Hawkinsville, Ga.	0	M. T. Hodges	Non-sect	2	3	156	75	81	166	62	13
175	Hawkinsville Institute	Hawkinsville, Ga.	0	James A. Carwell, A. M.	Non-sect	1	4	46	20	26	25	19	6
176	Hephzibah High School*	Hephzibah, Ga.	1880	S. D. Bradwell	Non-sect	2	2	66	42	24	36	30	2
177	Bradwell Institute	Hephzibah, Ga. (Walshourville.)	1872	...	Non-sect	2	2	66	42	24	36	30	2

* From the Report of the Commissioner of Education for 1880.

b Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).

a Sex not reported.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											Entered scientific school since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
178 Jasper Institute.....	Jasper, Ga.		1879	John W. Henley.....	Non-sect	1	1	150	92	58	75	20	50	3	3	1	1	.....	.....	.....
179 Martin Institute*.....	Jefferson, Ga.			John W. Glenn, A. M.....	Non-sect	25	25	120	53	67	120	13	.....	4	.....	1	.....	.....	.....	.....
180 Auburn Institute.....	Jeffersonville, Ga.			George R. Glover.....	Non-sect	1	1	72	37	35	60	13	.....	.....	.....	.....	.....	.....	.....	.....
181 Middle Georgia College*.....	Jonesboro', Ga.			G. C. Looney.....	Baptist	24	24	193	103	90	196	47	20	6	4	23	2	.....	.....	.....
182 Juniper High School.....	Juniper, Ga.	0	1877	John W. King.....	Meth.	1	1	47	25	22	47	6	.....	.....	.....	.....	.....	.....	.....	.....
183 Kingston High School*.....	Kingston, Ga.		1873	Rev. James T. Lin.....	M. E.	1	1	70	33	37	70	0	0	10	8	4	.....	.....	.....	.....
184 La Grange Academy.....	La Grange, Ga.	0	1877	Edward B. Ramsey, M. D.....	Non-sect	1	1	54	34	18	45	10	.....	7	.....	.....	.....	.....	.....	.....
185 Mason Academy.....	Lexington, Ga.		1807	Thomas B. Moss.....	Baptist	1	1	35	18	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
186 Liberty Hill High School*.....	Liberty Hill, Ga.		1888	R. F. Jackson.....	Baptist	2	2	102	45	57	102	25	.....	0	0	.....	.....	.....	.....	.....
187 Adams' Practical Normal School.....	Linton, Ga.		1888	Rev. Thomas J. Adams, A. M.....	Baptist	3	3	170	73	97	170	0	0	0	0	.....	.....	.....	.....	.....
188 Washington Institute.....	Macon, Ga.		1876	Ivy W. Duggan, A. M.....	R. C.	2	2	20	5	15	20	4	.....	3	5	.....	.....	.....	.....	.....
189 Hunter's School for Boys.....	Macon, Ga.		1876	Benjamin T. Hunter, A. M.....	Non-sect	1	1	63	63	0	42	21	0	3	2	4	0	0	.....	.....
190 Lewis High School.....	Macon, Ga.		1868	W. A. Dodge.....	Non-sect	1	1	65	35	30	65	50	65	10	10	.....	.....	.....	.....	.....
191 Mount de Sales Academy*.....	Madison, Ga.		1870	Sisters of Mercy.....	Cong.	1	1	83	38	45	71	9	8	7	10	.....	.....	.....	.....	.....
192 Forest Home Institute.....	Madison, Ga.	0	1870	Mrs. E. Nebbit.....	Non-sect	1	1	87	60	27	75	25	.....	25	10	3	.....	.....	.....	.....
193 Madison High School.....	Madison, Ga.		1875	E. W. Butler, A. M.....	Non-sect	1	1	29	29	0	16	5	16	0	0	.....	.....	.....	.....	.....
194 Temperance Hill High School.....	Marietta, Ga.		1882	G. F. Bearden.....	Non-sect	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
195 Howard Institute*.....	Marietta, Ga.		1877	A. B. Fortune.....	Non-sect	1	1	87	60	27	75	25	.....	25	10	3	.....	.....	.....	.....
196 Kennesaw High School.....	Marietta, Ga.		1881	Rev. V. E. Mangel.....	Non-sect	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
197 Marietta Institute.....	Marshallville, Ga.		1871	J. W. Frederick.....	Non-sect	1	1	87	60	27	75	25	.....	25	10	3	.....	.....	.....	.....
198 Marshallville High School.....	Milber, Ga.		1873	Miss Mattie L. Tyus.....	Non-sect	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
199 Milner High School.....	Montezuma, Ga.		1870	Chas. W. Richter.....	Non-sect	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
200 Montezuma High School.....	Montezuma, Ga.		1876	George R. Briggs.....	Baptist	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
201 Spalding Seminary*.....	Morganston, Ga.		1869	Mrs. O. F. Chastain.....	Baptist	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
202 Morganston Academy.....	Morganston, Ga.		1870	P. T. Dixon.....	Baptist	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....
203 Stonewall School.....	Morganston, Ga.	0	1875	.....	.....	1	1	85	38	47	71	9	8	7	10	.....	.....	.....	.....	.....

294	Montville Academy	Montville, Ga	1866	1866	W. R. Dozier	1	1	55	29	26	55	8	2	8	2
295	Newnan Seminary	Newnan, Ga	1850	1850	Daniel Walker	1	1	81	25	56	64	17	17	6	2
296	Norcross High School	Norcross, Ga	1873	1873	N. F. Coolidge, A. M.	1	1	52	32	20	45	8	0	0	0
297	Brinkley Academy	Norwood, Ga	0	1879	Wm. L. C. Palmer	2	1	65	30	35	40	25	10	5	
298	Zion Academy	Oglethorpe, Ga	1833	1833	Joel W. Bledsoe	1	1	62	23	40	62	0			
299	Marcer High School	Pensfeld, Ga	1879	1880	J. H. Ellington	1	2	46	25	21	38	7	0	2	0
300	Perry Male Academy	Perry, Ga		1874	T. H. Thurmond, A. B.	1	26	26	26			8			
310	One Log Academy	One Log, Ga		1860	C. B. Vincent	1	1	67	40	27	67	4	10		
311	Willis Institute	Pastot, Ga		1875	Miss Sallie J. Willis	2	2	33	10	22	28	5			1
312	Powelson Male and Female School	Powelson, Ga		1875	R. N. Chapman	a2	1	82	38	25					
313	Quintman Academy	Quintman, Ga			A. D. Smith	1	1	82	53	30					
314	Rabun Gap High School	Rabun Gap, Ga	1878	1878	William A. Curtis	1	0	40	(40)	30	9	3	1		
315	Rabun Gap High School	Rabun Gap, Ga	1856	1856	Charles A. Cnson	1	2	67	35	32	67	5	8	1	
316	Reynolds Academy	Reynolds, Ga	1859	1858	Rev. John J. Hyman	1	1	31	41	30	15	16	16		
317	St. Vernons Institute	Kidwellville, Ga	1870	1871	W. T. Laine	1	1	35	16	19	18				4
318	Macon Literary Institute	Ringsold, Ga				1	1	45	45		27	18			1
319	Lille Wild Academy	Rocky Creek, Ga				1	1	58	37	51	68	8	4	2	0
320	Rome Male High School	Rome, Ga	1872	1872	T. J. Walker	1	4	285	119	146	260	5			
321	Rutledge High School	Rutledge, Ga	1866	1866	I. H. Wright, A. M.	a2	3	38	21	17					
322	Teach Institute	Savannah, Ga		1872	W. R. McConnell	1	3	84	80	54					
323	Seabrook Academy	Seabrook, Ga		1872	W. W. Hardy, A. B.	1	1	50	28	22		10	10	5	0
324	Excelsior Academy	Senola, Ga	1877	1877	N. E. Ware	1	1	60	32	23	58	2	14	2	0
325	Sharon Business Institute	Sharon, Ga			Rev. D. F. C. Timmons	1									
326	Oak Grove Male and Female Acad- emy.	Social Circle, Ga				1									
327	Sparta Male and Female Academy	Sparta, Ga			V. E. Orr	1	1	43	26	17	15	20	40	8	2
328	Sparta Male and Female Academy	Stilesboro, Ga	1856	1856	John F. Marsh	1	1	95	44	51		7	25	6	
329	Sumach Seminary	Sumach, Ga	1869	1869	E. L. F. Cheyne, A. M.	2	1	150	100	50	150	10		12	8
330	Summerville Academy	Summerville, Ga	0	1845	Miss M. C. Johnston	0	2	85	40	45	85	0	0	0	0
331	Sylvania Academy	Sylvania, Ga	1875	1875	N. P. Pratt	a2	64	29	35						
332	Collinsworth Institute and Le Vert College.	Talboton, Ga	1838	1837	Rev. John T. McLaughlin, A. M.	1	40	40			30		10	10	
333	Tazewell High School	Tazewell, Ga	1851	1850	J. L. Barker	1	1	53	29	23	45	8	2		1
334	Tennille High School	Tennille, Ga	1876	1876	Thomas J. Beck	1	2	80	47	33	65	11	10	11	3
335	Thomaston High School	Thomaston, Ga	1876	1876	George A. Harrison	1	2	166	83	83	125	40	3		2
336	Thomson High School	Thomson, Ga	0	1874	William B. Fambrough, A. M.	1	2	95	45	53	92	3			
337	Toccoa Academy	Toccoa, Ga	0	1874	Eli Reese Duhan	1	1	45	25	20	30	10	0	1	0
338	Fulton High School	Trickum, Ga		1872	George S. Pyleon	1	0	40	25	15	20	4	0	0	2
339	Walhourville Academy	Walhourville, Ga	1823	1823	Minaa Montgomery	1	1	20	10	10	20	0	0	0	0
340	Warrenton Academy	Warrenton, Ga	1829	1829	J. S. Plevre	1	1	83	40	43	68	15	0	3	0
341	Washington Male Academy	Washington, Ga			Mrs. J. J. Inghram	1	3	42			42	30		10	5
342	Washington Male Academy	Washington, Ga	1827	1827	O. S. Barnett	1	1	80	42	38	60	0	0	0	0
343	Way Cross High School	Way Cross, Ga	0	1874	D. J. Dickerson	1	0	30	18	12	30	1	1	1	0
344	Anthom Academy	Walborn's Mills, Ga	1873	1873	Walter T. Allen	1	1	40	25	15	40	13	7	1	3
345	Bethel Academy	West Point, Ga	0	1860	Frank Ward	1	1	2	75	32	43	16	16	1	1
346	Dawson Institute	White Plains, Ga	0	1833	J. M. Howell	1	2	75	32	43	16	16	1		
347	Philomath Institute	Woodville, Ga			John W. Poole	1	1	40	20	20	40	1			

^cFigures are for the year ending June 30, 1881; school closed July 16, 1881.
^dThese statistics are for the year ending June, 1881, since which time this school has become Rabun Gap Institute.

* From Report of the Commissioner of Education for 1880.
 † Sex not reported.
 ‡ Closed June, 1881; figures are for the previous school term.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
248 German Evangelical Lutheran School.*	Addison, Ill.	1849	1849	Rev. T. J. Groese	Ev. Luth.	2	1	163	106	77	150	123	3	3	1	3	1	...	...
249 Aldeo Academy	Aldeo, Ill.	1874	1874	J. R. Wyle, A. M.	Non-sect.	2	0	73	38	34	66	3	3	3	1	3	1	...	...
250 Jennings Seminary	Aurora, Ill.	1855	1857	T. J. Bassett	M. E.	4	4	129	75	54	709	...	...	...	...	...	...	...	...
251 Institute of the Immaculate Conception.	Belleville, Ill.	1960	1859	Sister Mary Jerome	R. C.	17	17	709	267	442	709	...	...	...	...	...	...	...	...
252 Bunker Hill Academy	Bunker Hill, Ill.	0	1857	Rev. S. L. Stiver, A. M.	Non-sect.	1	1	30	15	15	30	3	3	...	...	...	...	...	...
253 St. Joseph's Female Academy	Cairo, Ill.	...	...	Sister Sophronia, superioress	R. C.	8	8	110	...	110	...	...	...	...	...	...	...	...	...
254 Ascension School	Chicago, Ill. (418 La Salle avenue).	...	...	Miss Mary J. Holmes	P. E.	1	4	...	...	...	...	...	...	...	...	...	...	...	...
255 Chicago Ladies' Seminary	Chicago, Ill. (15 Sheldon street).	...	1860	Miss Charlotte A. Gregg	Cong.	4	10	95	...	95	...	15	28	...	...	3	...	...	...
256 Convent of the Immaculate Conception.	Chicago, Ill.	...	1873	Sister M. Borromeo	R. C.	...	4	100	50	50	...	...	...	...	...	...	...	...	...
257 Dearborn Seminary*	Chicago, Ill. (985 Wabash avenue).	...	1856	Zuinglius Grover, A. M.	Non-sect.	1	10	180	...	180	...	...	50	...	...	...	...	...	...
258 French and English School	Chicago, Ill. (1555 Michigan avenue).	...	1873	Mlle Clémence Broussais	Non-sect.	...	4	25	...	25	23	...	25	...	...	...	...	...	...
259 German-American Institute	Chicago, Ill. (117 S. Robey street).	...	1876	Prof. Robert Haenke	...	3	2	47	25	22	47	15	15	...	...	...	...	...	...
260 German Institute	Chicago, Ill.	...	1871	J. C. Stoelke	Non-sect.	2	1	180	120	60	180	...	...	...	...	...	...	...	...
261 Helmsstreet's Classical Institute	Chicago, Ill. (490 Wabash avenue).	...	1873	C. Helmsstreet	...	8	3	100	47	53	51	31	18	23	14	4	7	...	...
262 Miss Holmes' School for Young Ladies and Children.	Chicago, Ill. (482 Hurlbut street).	...	1879	Miss Mary J. Holmes	P. E.	...	4	40	16	22	40	...	8	...	...	...	...	...	...

STATISTICAL TABLES.

263	Kirkland School	Chicago, Ill. (375 Huron street).	1875	Miss Elizabeth S. Kirkland	3	10	148	48	100	...	...	...	...
264	Inthernan Emanuel School	Chicago, Ill.	1855	H. G. L. Paul	6	1	630	338	292	...	...	...	1
265	St. Francis Xavier's Academy	Chicago, Ill.	1847	Sister Mary Genevieve Grainger	R. C.	25	800	...	300	300	...	...	...
266	St. Patrick's Academy	Chicago, Ill.	1860	Brother Adjutor	R. C.	10	0	625	625	0	...	0	65
267	Danville Seminary	Danville, Ill.	1879	A. B. Chilton, sup't.	Meth.	1	...	...	...	...	...	...	0
268	German Lutheran School	Danville, Ill.	1864	G. A. Albers	Luth.	3	266	120	146	266	...	266	...
269	St. Theresa's Ursuline Academy	Decatur, Ill.	1881	Sister de Pazzi	R. C.	6	260	60	200	280	...	6	...
270	Teachers' Institute and Classical Seminary	East Paw Paw, Ill.	1869	J. Howard Beitel, n. s.	Non-sect.	4	2	138	71	67	...	5	4
271	Howe Literary Institute	East St. Louis, Ill.	1871	Rev. Spencer F. Holt, A. M.	Baptist.	1	2	71	84	37	...	9	25
272	Elgin Academy	Elgin, Ill.	1889	Rev. Alexander G. Wilson, D. D.	Non-sect.	1	5	207	99	108	...	26	8
273	Friendville Seminary	Friendville, Ill.	1866	W. R. Davis	Presb.	1	2	29	18	11	...	2	0
274	Northern Illinois College and Normal School	Fulton, Ill.	1866	A. M. Hansen, A. M., pres't.	Non-sect.	5	0	260	180	80	...	0	0
275	German-English College	Galeana, Ill.	1868	Rev. F. Kopp, president	...	6	...	90	73	17	...	...	...
276	Montreal Ladies' Seminary	Godfrey, Ill.	1838	Miss Harriet N. Haskell	Non-sect.	0	13	150	150	150	...	(150)	...
277	Young Ladies' Athenaeum	Jackonville, Ill.	1865	Elmore Chase	Non-sect.	4	5	52	52	52	...	10	12
278	St. Francis' Academy	Joliet, Ill.	1874	Sister M. Celestine Sontag, O. S. F.	R. C.	2	5	35	35	35	...	35	27
279	St. Joseph's Seminary	Kankakee, Ill.	1874	St. St. John Baptist, sup'r.	R. C.	9	261	...	261	...	...	...	...
280	McDonough Normal, Scientific, and Commercial College	Macomb, Ill.	1867	Dudman & Kennedy, supra.	Non-sect.	2	1	150	60	90	...	5	10
281	Grand Prairie Seminary, Commercial College, and Conservatory of Music	Onarga, Ill.	1863	Rev. John B. Robinson, A. M., D. D.	M. E.	10	5	252	117	135	...	24	12
282	Edgar Collegiate Institute	Paris, Ill.	1867	Joshua Hurty, A. M.	Presb.	2	2	90	60	30	...	8	12
283	German School of North Peoria	Peoria, Ill.	1876	C. Kothe	Non-sect.	1	0	48	28	20	...	40	48
284	Petrefringill Seminary	Peoria, Ill.	1880	Helen M. Stowell	Non-sect.	1	5	79	...	...	...	36	...
285	St. Mary's Institute	Quincy, Ill.	1873	Sister Mary Boniface	R. C.	0	14	250	0	250	...	...	...
286	Battle Stuart Institute	Springfield, Ill.	1869	Mrs. M. McKee Homes	Non-sect.	1	12	123	5	118	...	68	14
287	Lee's Academy	Stockton, Ill. (Loxa post office).	1871	Thomas J. Lee, A. M.	Non-sect.	1	...	110	64	46	...	...	...
288	Vermilion Academy	Vermilion Grove, Ill.	1876	John Chawner, M. A.	Friends.	1	2	67	36	31	...	6	0
289	Institute of Our Lady of the Sacred Heart	Washington Heights, Ill.	1873	Sister M. Pacifica, ss. D. N. D., superior	R. C.	1	15	98	98	95	...	14	47
290	Toledo Seminary for Boys	Woodstock, Ill.	1832	Rev. R. K. Todd, A. M.	Non-sect.	1	2	20	20	...	...	8	3
291	Spice Creek Seminary	Azalia, Ind.	1866	Prof. Joseph W. Parker	Friends.	1	1	...	...	...	...	0	8
292	Battle Ground Collegiate Institute	Battle Ground, Ind.	1858	John Pennington	Friends.	1	1	90	50	40	...	90	...
293	Friends' Bloomington Academy	Bloomington, Ind.	1846	George W. Rice, A. M.	Non-sect.	4	1	298	175	123	...	298	20
294	Dover Hill Academy	Dover Hill, Ind.	1869	Joshua Pennington Edwards	Friends.	1	2	117	63	61	...	99	18
295	Fort Wayne, Ind.	Fort Wayne, Ind.	1846	F. M. Westhafer	Friends.	3	...	44	27	14	...	44	13
296	German English Independent School	Indianapolis, Ind.	1859	Sisters of Providence	R. C.	9	340	...	340	...	...	...	...
297	The Hadley and Roberta Academy	Indianapolis, Ind. (410 North Pennsylvania st).	1859	Carl F. Pingpank	...	3	2	102	54	48
298	Diak. German Schools	...	1871	Messa. Hadley and Roberts
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REPORT OF THE COMMISSIONER OF EDUCATION.

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* From Report of the Commissioner of Education for 1880.
 a As Coe Collegiate Institute; changed to Coe College in 1881.

^b Includes 60 normal students reported in Table II.
^c Since deceased.

d Suspended during year 1881.
e For all departments.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
358 Carroll County Academy	Carrollton, Ky	1860	1860	Edmund Longley, Jr	Non-sect	2	2	200	80	120	200	15	0	0	0	0	0		
359 Elkton High School	Elkton, Ky	1835	1835	Frank M. Johnson	Christian	2	1	60	30	30	54	6	4	0	0	0	0		
360 Kalamont High School	Flemingsburg, Ky	0	1870	Rev. James P. Hendrick	Presb.	1	2	38	23	15	17	20	0	9	0	3	0		
361 Greenwood Female Seminary	Frankfort, Ky	1848	1848	Mrs. Mary T. Runyan	Non-sect	1	1	30	8	22	7	0	0	0	0	0	0		
362 Kentucky Eclectic Institute	Frankfort, Ky	1871	1871	Samuel G. Stevens, A. M.	Non-sect	2	3	46	20	26	5	41	6	2	1	0	1		
363 St. Aloysius' Academy	Frankfort, Ky	0	1868	Slater Vincennes	R. C.	2	2	70	70	0	0	0	0	0	0	0	0		
364 St. Joseph's Academy	Frankfort, Ky	1870	1870	Slater Vincennes	R. C.	5	5	90	90	0	0	0	0	0	0	0	0		
365 United Schools of the Abbey of Gethsemane, Ky	Gethsemane, Ky	1868	1861	Rt. Rev. B. M. Benedict, abbot	R. C.	2	0	62	62	0	0	0	0	0	0	10	0		
366 Greenville College for Boys	Greenville, Ky	1848	1849	{ Prof. E. Walter Hall, A. M., } president.	Non-sect	2	5	130	60	70	0	0	0	0	0	0	0		
367 Greenville Female College	Greenville, Ky	1868	1868	J. W. Parish	Baptist	2	1	83	45	38	50	10	13	8	13	7	0		
368 Harrisburgh High School	Harrisburgh, Ky	1868	1870	Hon. C. W. Threlkeld, secretary.	Non-sect	1	2	23	9	14	15	9	0	0	0	0	0		
369 Owen College	Harrisburgh, Ky	1877	1889	Miss Mary L. Dodge	Non-sect	1	1	32	16	16	16	6	0	2	0	0	0		
370 Henderson High School	Henderson, Ky	0	1847	George Hamilton	Non-sect	3	2	108	63	45	75	40	25	43	0	0	0		
371 Hodgenville Seminary	Hodgenville, Ky	1881	1881	S. A. Harris, A. M.	Non-sect	1	8	44	32	43	67	8	0	0	0	0	0		
372 High School	Housesboro, Ky	1860	1860	James B. Dunlap, A. M.	Christian	1	8	44	32	43	67	8	0	0	0	0	0		
373 Christian College	Hustonsville, Ky	1861	1862	H. B. McClellan, A. M.	R. C.	4	7	201	194	81	48	81	0	0	0	0	0		
374 Calvary Academy	Near Lebanon, Ky	1854	1854	W. L. Threlkeld, A. M.	Presb.	3	3	36	36	0	0	0	0	0	0	0	0		
375 Sayre Female Institute	Loxington, Ky	1871	1871	W. L. Threlkeld, A. M.	Non-sect	8	10	40	40	0	0	0	0	0	0	0	0		
376 Threlkeld Select School	Loxington, Ky	1834	1834	William Mueller	R. C.	2	2	73	40	83	73	73	0	0	0	0	0		
377 Loretto Academy	Loretto, Ky	1839	1839	William Mueller	R. C.	2	2	73	40	83	73	73	0	0	0	0	0		
378 German and English School	Louisville, Ky	1860	1860	William Mueller	Non-sect	2	2	9	100	100	100	100	0	0	0	0	0		
379 Hampton Institute	Louisville, Ky	1878	1878	Miss L. D. Hampton	Non-sect	2	2	9	100	100	100	100	0	0	0	0	0		

1880	Home School	Louisville, Ky	1865	Miss Belle S. Peers	P. E.	3	9	125	125	25	3	7	0	0	0
1881	Louisville Collegiate Institute	Louisville, Ky	1861	Thomas D. Davidson, P.H. D	Freeb.	1	2	19	19	15	3	7	0	0	0
1882	Louisville Rugby School*	Louisville, Ky	1873	W. N. and A. L. McDonald.		4	1	75	75	45	57	22	30	15	3
1883	Normal and Theological Institute	Louisville, Ky	1879	Rev. W. J. Simmons, A. M.	Baptist	3	2	115	46	60					
1884	Preparatory School for Girls*	Louisville, Ky, (66 Breck- enridge street).	1874	Miss E. D. Powell											
1885	Marion Academy*	Marion, Ky	1867	J. J. Nail	Non-sect	2	2	125	65	60	120	15	7	2	0
1886	Mayfield Seminary*	Mayfield, Ky	1870	C. M. Williams	Non-sect	1	4								0
1887	Bechel Academy	Nicholasville, Ky	1798	A. N. Gordon	Non-sect	2		38	38		38	38	38	30	0
1888	Oakland Seminary	Oakland, Ky	1869	W. H. F. Henry		1		60	30	20	45	5	2	5	2
1889	Browder Institute	Owenton, Ky	1868	Hanson W. Browder	Non-sect	1		51	26	25	61	8	4	1	1
1890	Owenton High School	Owenton, Ky	1873	Andin Woods		1	8	182	65	67	90	22	50	50	10
1891	Bath Seminary	Owingsville, Ky	0	H. Turner, A. M.	Christian	2	1	75	30	45	50	25	10	3	12
1892	Garb Female Institute	Paris, Ky	1875	Charles E. Young	Non-sect	3	4	60	15	43	60	15	8	20	16
1893	Princeton Collegiate Institute	Paris, Ky	1875	Rev. Homan H. Allen	Freeb.	1	3	74	31	43					
1894	Bethlehem Literary Institution*	St. John, Ky (Hardin Co.)	1860	Mother Martha, superioress	R. C.			50	50	50					
1895	Sharpsburg Male and Female Academy	Sharpsburg, Ky	1875	Mrs. Fannie B. Talbot	Freeb.		4	80	35	45					
1896	Vanceburg, Ky	Vanceburg, Ky	1873	H. K. Taylor	M. E.	2	2								
1897	West Liberty Male and Female Seminary	West Liberty, Ky	1877	W. R. Gibbs	Non-sect	2	3	212	114	98	212	9	9	27	5
1898	Winchester Male and Female High School	Winchester, Ky	1877	E. G. Brownlee, P.H. B.	Non-sect	3	2	127	64	63	103	62	26		4
1899	Collegeville Institute*	Baton Rouge, La	1854	W. H. N. Magruder											
1900	Reynolds Seminary	Baton Rouge, La	1859	Mrs. Mary W. Reed	Meth.	1	5	35	35	35	15	18			
1901	Feliciana Female Collegiate In- stitute.	Dayton, La. (West Feliciana Parish).	1860	Mrs. Virginia Z. Howell, M.A		1	5								
1902	Milwood Female Institute	Jackson, La	1870	Miss M. B. McGallum	M. E. So.	4				40	0	0			
1903	La Teche Seminary	La Teche, La	1875	Rev. W. D. Godman, D. D.	M. E.	3	3	215	109	106					
1904	Convent of the Presentation*	Markville, La.	1856	Sister Mary Alexis	R. C.	4	4	52	52	52	40				
1905	St Hyacinth's Academy	Monroe, La. (Ouachita Parish).	1866	Sister Seraphina	R. C.	0	4	50	0	50	2	15	0	0	0
1906	Christian Brothers' College	New Orleans, La. (cor. Poeyfarrere and Constance streets).	1878	Brother Oliver	R. C.	10		170	170		170	20	80	40	50
1907	Commercial and Classical Acade- my for Boys.	New Orleans, La. (283 St. Charles street).	1865	Robert M. Lusher	Non-sect	2	1	60	60		60	7	5	7	8
1908	Leconte-Leroy Female Collegiate Institute.*	New Orleans, La. (box 1130)	1871	C. W. Moise		3	7	65	65						35
1909	St. Isidore Institute	New Orleans, La. (third district).	1879	Rev. J. Scherer, C. & C	R. C.	5		50		50	50	40			7
1910	St. Vincent's Academy	Shreveport, La													
1911	Select School	New Orleans, La. (116 Terpsichore street).	0	Albert F. Hoppe	Ev. Luth	1		16	16		16	3	14	3	
1912	Southern University	New Orleans, La.	1881	Charles W. Crossley	Non-sect	2		32	23	9	32	4	9	4	7
1913	Beechwood Academy*	Tangipahoa, La	1870	M. N. Newton		1	2	93	42	51	90	4	1	2	1

* From Report of the Commissioner of Education for 1890.

^b Date of reorganization; new charter applied for.
^c Opened January, 1881, and closed in June of the same year.

and This school has been closed one year and a new building erected.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
East Maine Conference Seminary	Bucksport, Me.	1850	1851	Rev. Morris W. Prince	M. E.	4	4	237	109	128	71	31	27	31	2	7	...
Corinna Union Academy	Corinna, Me.	1851	1851	A. N. H. Burton, A. M.	Non-sect	1	1	175	81	94	140	26	6	9	...	2	8
Greeley Institute.	Cumberland Centre, Me.	1859	1868	S. K. Hitchings, B. S.	Non-sect	2	1	195	128	67	107	25	14	14	...	3	...
Westbrook Seminary and Female College.	Deering, Me. (Stevens Plains P. O.).	1851	1853	Rev. J. P. Weston, D. D.	Univ	...	...	...	...	...	...	...	...	...	...	...	...
Abbott Family School for Boys, at Mt. Little Blue.	Farmington, Me.	1870	1844	Alexander Hamilton Abbott	Non-sect	2	1	30	30	...	18	12	10	8	...	2	...
Foxcroft Academy	Foxcroft, Me.	1823	1823	Edwin P. Sampson	Non-sect	1	2	100	42	58	50	12	5	10	2	1	...
Freedom Academy	Freedom, Me.	1836	1837	Alden Whitney	Non-sect	1	1	45	25	20	40	5	1	2	10	0	4
Hallowell Classical and Scientific Academy.	Hallowell, Me.	1872	1874	Rev. Almon W. Burr, A. M.	Cong	2	4	136	50	86	54	20	12	20	2	6	1
Hampden Academy*	Hampden, Me.	1803	1805	Rev. D. H. Sherman, A. M.	Non-sect	3	2	103	64	39	73	18	12	13	7	0	...
Hartland Academy	Hartland, Me.	1832	1849	G. F. Sanford	Non-sect	1	1	88	41	47	49	20	10	3	...	...	...
Maine Wesleyan Seminary and Female College.	Kent's Hill, Me.	1821	1821	Rev. Henry P. Torsey, D. D., LL. D., president.	M. E.	(a)	(a)	1169	1166	(a)	...	...	...	...	...	...	...
Limington Academy	Limington, Me.	1818	1851	W. G. Lord, A. M.	Cong	1	1	72	38	34	...	...	...	4	...	2	...
Mattawoonk Academy	Lincoln, Me.	1846	1847	A. E. Whifton.	Non-sect	1	2	77	40	37	62	7	...	...	...	...	...
Litchfield Academy*	Litchfield Corners, Me.	1803	1803	F. A. Rogers, M. D.	Cong	1	1	...	...	...	...	...	...	...	...	...	...
Monmouth Academy	Monmouth, Me.	1803	1803	Wilbur H. Judkins	Non-sect	1	1	...	...	...	...	...	...	...	...	...	...
Lincoln Academy	New Castle, Me.	1801	1804	W. H. Kelley, A. M.	Non-sect	1	2	67	43	24	38	12	17	12	...	0	0
Eaton Family and Day School	Norridgewock, Me.	1856	1856	Hamlin F. Eaton, A. M.	Non-sect	2	2	156	84	72	156	0	27	0	10	0	3
Boarding and Day School for Young Ladies.	Portland, Me. (148 Spring street).	...	...	Miss Sargent and Miss Bradbury.	Non-sect	...	...	...	...	...	...	...	...	...	...	...	...
City of Portland School*	Portland, Me.	0	1877	Daniel Dana Patten.	Non-sect	1	3	35	31	4	10	16	6	12	2	5	3
Berwick Academy	South Berwick, Me.	1791	1793	Sanford Perry Record	Non-sect	1	2	67	20	38	80	23	0	14	0	3	0
Franklin Family School	Topsfield, Me.	1872	1867	D. L. Smith	Non-sect	2	2	22	13	9	16	7	5	4	1	...	...

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
465	McDonogh School	0	1873	William Allan, A. M.	Non-sect	4	0	50	50	0	50	0	23			0	0
466	The Hannah More Academy	1832	1834	Rev. Arthur J. Rich, A. M., M. D., rector.	P. E.	4	4	38		38	38	29	14				
467	St. George's Hall for Boys	0	1876	Prof. James C. Kinear, A. M.	P. E.	4	0	35	35	0	25	10	10	5	6	3	
468	St. Mary's Female Seminary		1844	Mrs. James R. Thomas	Non-sect		3	20		20	20						
469	Rockland School for Girls		1878	Henry C. Halliwell, A. M.	Non-sect	1	3	37		37	37	7	10	1		1	
470	Pen Lucy School for Boys		1867	Richard M. Johnston	Non-sect	1	1	35		35	25	20		13	1		
471	Punchard Free School		1866	William G. Goldsmith, A. M.	Non-sect	2	2	73	36	37	73	0	15	0	0	0	0
472	Family School for Young Ladies		1866	Miss Mary C. Pratt	Non-sect	3	4	18	0	18	18	4	10	0	0	0	0
473	Powers Institute	0	1858	Lewis McL. Jackson, A. M.	Non-sect	1	3	123	55	68	100	25	6	10		0	0
474	Howe School	1832	1853	Samuel Tucker, A. M.	Non-sect	1	0	35	16	19	35	0	8	0	0	0	0
475	Houghton High School	1848	1849	Charles M. Sargent	Non-sect	1	0	36	17	19	23	11	2	6	0	0	0
476	Miss Abby H. Johnson's Home and Day School for Young La- dies.		1875	Abby H. Johnson	Cong	4	10	44		44		14	40				
477	Institute of Languages		1870	Arnold A. F. Zallig		1	1	80	5	75		80	80				
478	Otis Place School		1872	Mrs. Clara Barnes Martin		4	4	45		45		15	45				
479	Miss Putnam's English and Classi- cal Family and Day School.		1866	Miss M. L. Putnam	P. E.	2	7	27	0	27	27	24	26				
480	St. Margaret's School	0	1875	Miss Edith L. Chase	P. E.	1	10	53	2	56							
481	Thayer Academy	1879	1877	Jotham B. Sewall, A. M., head master.	Non-sect	4	1	70	30	46	60	16	46	16	0	3	0
482	Wetbrook Free High School	1856	1855	Charles H. Cooper, A. M.		3	2	116	64	53	53	3	11	3		1	

483	Deerfield Academy and Dickinson High School,*	1876	1878	Joseph Y. Bergen, Jr., A. M.	Non-sect	1	2	77	41	36	51	36	48	5	6	0	0
484	Nichols Academy	1819	1821	H. T. Dawson	Non-sect	2	1	78	43	26	13	27	6	8	2	...	...
485	Partridge Academy	1829	1845	Rev. Edward B. Maglathlin	Non-sect	2	1	50	32	18	49	1	0	0	0	1	...
486	Home School for Young Ladies	1839	1874	Mrs. A. P. Potter	Rapidist	1	5	30	20	...	...	...	(9)	...	...	...	...
487	Lawrence Academy	1833	1834	Lucian Hunt, A. M.	Non-sect	1	1	23	10	13	23	4	0	0	1	0	0
488	Dean Academy	1835	1836	L. L. Barrington, A. M.	Univ	3	5	30	42	38	71	9	13	5	1	0	0
489	Sedgwick Institute	1835	1836	Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep	Cong	3	3	30	30	...	...	...	10	4	...	...	...
490	Prospect Hill School for Young Ladies.	1838	1839	Rev. John F. Moors	Unitar'n	3	5	25	0	25	20	8	13	2	0	0	0
491	"The Elms"	1838	1836	Misses Porter and Champney P. E.	Cong. & P. E.	2	3	13	...	12	...	...	...	...	...	...	...
492	Hanover Academy	1832	1813	J. G. Knight	Non-sect	1	50	23	27	44	6	2	0	2	...	...	...
493	Derby Academy	1797	1733	James K. Thomas, A. B.	Non-sect	1	2	60	26	24	60	...	...	...	...	...	...
494	Leicester Academy ^b	1784	1784	Rev. Samuel May (trustee)	Non-sect	1	...	...	...	...	...	...	...	...	...	...	...
495	St. Patrick's Female Academy	1832	1832	Sister Anna Aloysia	R. C.	10	100	100	100	100	100	100	100	100	100	100	100
496	Tabor Academy	1877	1877	C. P. Howard	Non-sect	2	0	27	20	7	10	0	10	0	0	0	0
497	Barnes School	1870	1870	Miss Annie H. Delano	Non-sect	1	1	33	13	23	35	...	...	...	...	...	...
498	Rason Family School	1834	1834	Amos H. Eason	Non-sect	1	1	33	30	3	33	6	...	...	...	...	...
499	Admiral Sir Isaac Coffin's Lancelian School.*	1827	1827	E. B. Fox	Non-sect	1	3	34	41	43	60	24	20	0	0	0	0
500	{ Consolidated High and Putnam Schools.	1838	(1764) (1843)	Amos H. Thompson	...	3	4	230	100	130	165	65	50	10	3	1	...
501	South Berkshire Institute	1855	1856	S. T. Frost, A. M.	Cong	2	4	88	56	33	33	33	13	6	1	...	...
502	New Salem Academy	1795	1796	V. M. Howard	Non-sect	1	1	21	18	3	21	10	5	6	...	...	...
503	Northfield Seminary*	1879	1879	Harriette W. Tuttle	Non-sect	0	5	110	0	110	95	15	...	...	...	...	...
504	Savin Academy	1871	1874	Edward A. H. Allen, C. E.	Non-sect	1	2	40	14	28	40	21	12	...	...	...	...
505	Dummer Academy	1782	1763	Rev. Ebenezer G. Parsons, M. A.	Non-sect	1	1	31	16	15	31	5	0	3	0	1	0
506	Family and Day School for Young Ladies.	1835	1835	Miss Catharine L. Howard	Unitar'n	1	6	38	...	58	...	...	...	...	...	...	...
507	Hillside Home	1875	1875	Miss Adele Brewer	Cong	1	4	16	1	15	16	2	2	...	...	...	...
508	Waltham New Church School	1880	1880	Benjamin Worcester	N. J. Ch.	2	6	79	32	47	...	...	...	...	...	...	...
509	Wesleyan Academy	1824	1825	Rev. G. M. Steele, D. D., LL. D.	M. E.	7	6	323	177	145	242	50	30	50	6	3	...
510	Glen Seminary	1876	1876	Frances A. and Marcia P. Snyder	...	1	3	20	6	14	13	7	10	5	2	...	...
511	Highland Military Academy	1856	1856	Calab B. Metcalf, A. M.	Non-sect	7	50	50	...	46	4	4	2	...	...	...	...
512	School of Modern Language	1875	1875	Mrs. Minna V. Fitch	Non-sect	0	3	43	12	34	13	46	...	...	...	...	...
513	Miss Williams' School*	1873	1873	Miss Anna Williams	Non-sect	3	4	30	...	30	30	10	23	...	...	...	...
514	Raisin Valley Seminary	1861	1861	W. W. White, R. S.	Friends	2	2	108	...	...	...	...	...	...	...	...	...
515	Detroit College*	1877	1877	Rev. J. G. Walsh, S. J., president.	R. C.	3	0	140	0	45	30	30	16	40	...	...	...
516	Detroit Female Seminary	1859	1859	Marcus H. Martin, A. M.	Non-sect	6	9	271	...	271	221	20	30	...	...	...	...
517	German-American Seminary	1861	1861	W. N. Hallmann	Non-sect	3	4	135	96	88	...	...	...	...	...	...	...
518	The Misses Bacon's School for Young Ladies and Children.	1874	1874	Misses Bacon	Non-sect	1	3	60	...	60	60	...	8	...	...	...	...
519	St. Joseph's Academy	1869	1869	Mother M. De. Passi	R. C.	10	200	200	200	200	200	200	...	...	...	...	...

^a Suspended; may be reopened in 1882.

^b See Table VII.

* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1891, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered last academic year.	Close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
520 St. Mary's Academy.....	Monroe, Mich.....	.....	1845	Mother Mary Justina.....	R. O.....	2	12	130	..	120	..	..	..	..	..	..	..	..	..	..
521 Somerville School.....	St. Clair, Mich.....	1880	1879	Mrs. Caroline F. Ballentine.....	Non-sect.....	2	6	51	6	45	..	..	..	..	..	..	..	..	..	..
522 Spring Arbor Seminary.....	Spring Arbor, Mich.....	.....	1874	Clark Jones.....	Fr. Meth.....	24	143	..	..	..	..	..	..	..	..	..	..	..	..	..
523 St. Croix Valley Academy.....	Afton, Minn.....	1867	1868	John T. Marvin, A. M., B. D.....	Non-sect.....	2	33	16	6	20	1	1	1	1	1	2	6	..	..	..
524 Bethlehem Academy and Parish School.*	Fairbault, Minn.....	.....	1863	Sister M. Gertrude.....	R. O.....	7	30	130	170	300	..	..	..	10	15	2	6	..	..	..
525 Shadruck School.....	Fairbault, Minn.....	1880	1865	Rev. James Dobbin, A. M., R. D.....	P. E.....	3	1	125	125	..	..	..	..	9	..	3	1	..	..	..
526 Grove Lake Academy.....	Grove Lake, Minn.....	.....	1876	D. J. Cogan.....	Non-sect.....	4	72	72	..	..	72	6	5	..	3	..	..	..	..	..
527 St. Boniface Academy*.....	Hastings, Minn.....	.....	1871	Sister M. Gertrude.....	R. O.....	4	60	..	60	..	..	..	..	..	..	..	..	..	..	..
528 High Forest Methodist Episcopal Seminary.....	High Forest, Minn.....	1879	1877	E. W. Young, A. B.....	M. E.....	1	3	43	21	27	40	8	..	1	5	1	..	..	..	..
529 St. Mary's School.....	Hobart, Minn.....	.....	1866	Sister M. C. Berrenson.....	R. O.....	3	30	..	30	30	..	..	2	..	..	..	..	..	..	..
530 School of the Holy Apostles*.....	Mankato, Minn.....	.....	1873	Rev. Peter Schnitzler.....	R. O.....	3	3	175	175	200	575	13	..	13	..	28	..	..	..	..
531 Minneapolis Academy.....	Minneapolis, Minn.....	0	1879	Charles Davidson, A. M.....	Non-sect.....	3	1	138	84	44	98	23	12	3	25	9	0	..	..	..
532 St. Olaf's School.....	Northfield, Minn.....	1874	1876	Thorbjorn Nilsson Molin.....	Lutheran.....	3	1	93	66	24	83	9	37	9	..	..	..	..	..	..
533 Minnesota Academy.....	Owatonna, Minn.....	1877	1877	Israel H. De Wolf, A. M.....	Baptist.....	2	3	139	75	114	103	27	31	6	31	4	..	..	..	..
534 Hange College and Seminary.....	Red Wing, Minn.....	1876	1879	G. O. Brokeough.....	Lutheran.....	4	0	75	75	..	60	15	..	..	..	15	..	..	..	..
535 Academy of Our Lady of Lourdes.....	Rochester, Minn.....	0	1876	Sister M. C. Berrenson.....	R. O.....	3	2	167	107	60	167	20	10	..	..	4	..	..	..	..
536 Rochester English and Classical School.*	Rochester, Minn.....	1867	1869	Sister M. C. Berrenson.....	Non-sect.....	3	2	167	107	60	167	20	10	..	..	4	..	..	..	..
537 St. Joseph's Academy*.....	St. Paul, Minn.....	1867	1869	Mrs. M. W. Brown.....	R. O.....	1	10	70	26	47	70	17	65	17	20	3	4	..	..	..
538 St. Paul Home School.....	St. Paul, Minn. (96 Iglehart street).....	1866	1866	Rev. J. P. Nyquist, president.....	Non-sect.....	1	10	70	26	47	70	17	65	17	20	3	4	..	..	..
539 Gustavus Adolphus College.....	St. Peter, Minn.....	1874	1876	Rev. J. P. Nyquist, president.....	Ev. Luth.....	4	..	114	90	18	114	18	114	6	..	6	..	..	..	..

	Young Ladies' Institute. Bartram's German-English Acad. emy.	St. Joseph, Mo St. Louis, Mo	0	1899	Rev. Charles Martin, M. D.	Non-sect	2	7 1115	1115 1115	12 15	...
599	Mrs. Cuthbert's Seminary for Young Ladies.*	St. Louis, Mo (corner 16th and Pine streets).	...	1895	Mrs. Eugenia Cuthbert.	Non-sect	2	5 150	150	40 60	...
600	Educational Institute.	St. Louis, Mo	0	1879	John Toensfeldt	Non-sect	9	228 228	228	41	8
601	Foster's School.	St. Louis, Mo. (corner 16th and Pine streets).	0	1878	Ben. E. Foster	Non-sect	4	1 80 80	...	...	...
602	Lutheran High School.	St. Louis, Mo	...	1887	August C. Burdorf.	Ev. Luth	2	54 54	...	20	8
603	St. Patrick's Academy*	St. Louis, Mo	...	1868	Brother Holman, director.	R. C	2	200 200	...	...	...
604	School of the Good Shepherd*.	St. Louis, Mo. (2029 Park avenue).	1867	1874	Sister Catharine	P. E.	2	11 79 7	72	...	...
605	Salem Academy	Salem, Mo.	0	1873	Wm. H. Lynch, A. M.	Non-sect	3	5 465 238	238 465	13 6	12 5 2
606	Weanblean Christian Institute a.	Weanblean City, Mo. (Hickory County).	1860	1873	Rev. Emerson Barber	Christian	2	...	100	...	...
607	Nebraska Baptist Seminary	Gibson, Neb.	...	1880	George W. Read	Baptist	2	2 110 49	61	28	4
608	Gates College	Neligh, Neb.	1867	1881	Rev. M. L. Holt	Cong	2	...	...	...	...
609	Brownell Hall	Omaha, Neb.	1867	1883	Rev. Robert Doherty, M. A., rector.	P. E.	3	5 79	79	...	...
610	St. Catherine's Academy	Omaha, Neb	...	1877	Sisters of Mercy	R. C	...	10 124 12	112 120	4 8	...
611	Lawrence City Academy	Lawrence City, Neb.	0	1877	A. K. Goudy	Non-sect	2	2 76 39	37 71	5	0 0 0
612	Nebraska Conference Seminary.	York, Neb.	1879	1880	Rev. Edward Thomson, A. M. D., Ph. D., president.	M. E.	1	3 137 80	57 105	20 12	20 25
613	Proctor Academy	Andover, N. H.	1874	1874	W. J. Lloyd	Unitar'n	1	1 61	28 33	80 11	...
614	Atkinson Academy	Atkinson, N. H.	1791	1789	Barlett H. Weston	Non-sect	1	1 40 24	16 28	10 5	2 3
615	Candia Village High School	Candia Village, N. H.	...	1878	Howard C. Jewitt	Non-sect	1	43 23	21	...	...
616	Chester Academy	Chester, N. H.	1853	1853	W. I. Smith	Non-sect	2	0 40 20	20 25	15	4 0 0 0
617	Colebrook Academy	Colebrook, N. H.	1846	1848	George A. Dickey	Non-sect	1	1 52 20	32	...	...
618	English and Classical School	Concord, N. H.	...	1879	C. H. Howe	Evangel	1	16 10 6	13	3 0	1
619	Concord Academy	Concord, N. H.	1856	1856	Charles M. Sargent	Sectar'n	1	1 40 15	25	...	0 1
620	Pinkerton Academy	Derry, N. H.	1814	1815	Edmund R. Angell	Sectar'n	1	2 70 33	37	29 6	0 0
621	Franklin Academy	Dover, N. H.	1818	1818	John Scates, A. M.	Non-sect	1	1 57 50	37	12 4	1 1
622	Conant High School	East Jaffrey, N. H.	1869	1869	F. F. Armistage	Non-sect	1	1 77 39	38	53 19	0 4 0 0
623	Francestown Academy*	Francestown, N. H.	1819	1890	Hervey S. Cowell, A. M.	Non-sect	3	3 132 75	57 93	18 16	9 1 0 0
624	Gilmanton Academy	Gilmanton, N. H.	1794	1797	Frank M. McCutcheon, A. B.	Non-sect	1	2 35 32	19 12	4 4	...
625	Brackett Academy	Greenland, N. H.	1823	1824	Miss Samantha C. Merrill	Non-sect	1	3 70 38	32 19	12 4	...
626	Hampstead Academy	Hampstead, N. H.	1876	1876	Forrest E. Merrill	Non-sect	1	0 30 15	15 30	3 0	0 0 1
627	Hampton Academy	Hampton, N. H.	1870	1811	W. T. Merrill, secretary board of trustees.	Cong	1	...	...	...	...
628	School for Boys	Holderness, N. H.	1878	1879	Rev. Frederick M. Gray	...	3	48 48	...	4	...
629	Kingston Academy	Kingston, N. H.	1824	1825	C. H. French	Non-sect	1	26 16	20 30	6 30	...
630	Lancaster Academy	Lancaster, N. H.	1868	1828	I. L. Rogers	...	1	57 20	37	...	...
631	Academy of the Sisters of Mercy*	Manchester, N. H.	...	...	Mother M. Frances Xavier Wartie, superioress.	R. C	...	...	...	...	...
632	Marlow Academy	Marlow, N. H.	1853	1850	Henry O. Hill	...	1	1 27 9	18	...	...
633	New Hampton Literary and Bibli- cal Institution.	New Hampton, N. H.	1833	1833	Rev. Atwood B. Meeservey, A. M., Ph. D.	F. W. B.	6	4 196 110	85 124	55 60	30 5 10
634	North Conway Academy*	North Conway, N. H.	1823	1823	Rev. S. G. Norcross	Cong	1	1 91 47	44 33	17 7	3
635	Northwood Seminary	Northwood Ridge, N. H.	1867	1867	J. H. Hutchins, A. M.	F. Bap	1	1 85 12	23 28	11 1	1 3

* From Report of the Commissioner of Education for 1890.
a Suspended as a school of higher grade; English course only.

b Chartered in 1890, and organized in 1891 under its present management.
c School suspended.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								Entered college since close of last academic year.	Entered academic year since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
637 Pembroke Academy	Pembroke, N. H.	1818	1819	Isaac Walker, A. M.	Cong.	1	1	84	41	43	65	10	11	...	...	1	...
638 Pittsfield Academy	Pittsfield, N. H.	1830	1830	Daniel K. Foster	Cong.	1	1	60	36	25	43	6	43	...	...	...	...
639 Miss Morgan's English, French, and German School for Young Ladies.	Portsmouth, N. H.	1874	1874	Miss Arabella C. Morgan	Non-sect.	3	5	43	43	...	...	...	...	...	...	...	...
640 Smith's Academy and Commercial College.	Portsmouth, N. H.	...	1873	Lewis E. Smith	...	3	1	57	53	5	46	11	3	6	3	...	...
641 Raymond High School	Raymond Center, N. H.	...	1867	John T. Bartlett	Non-sect.	1	...	47	30	17	23	13	6	6	...	1	...
642 McGaw Normal Institute	Reed's Ferry, N. H.	1849	1849	Elliot Whipple, A. M.	Non-sect.	1	3	41	24	17	23	13	6	6	...	0	6
643 Barnard Academy	South Hampton, N. H.	1843	1843	John L. Dearing	Non-sect.	1	0	30	15	15	30	0	0	0	0	0	0
644 New Hampshire Conference Seminary and Female College.	Tilton, N. H.	1852	1845	Rev. Silas E. Quimby, A. M., President.	M. E.	8	4	213	108	105	34	53	33	29	10	3	...
645 Simonds' Free High School	Warner, N. H.	1871	1871	Charles A. Strout	Non-sect.	1	2	43	23	22	35	7	3	3	0	...	...
646 Tubbs Union Academy	Washington, N. H.	1848	1848	Frank P. Newman	Non-sect.	1	1	53	30	23	53	2	...	3	6	...	...
647 Wolfeborough Academy	Wolfeborough, N. H.	1878	1878	Mrs. W. Townsend Ford	...	1	1	25	15	10	...	...	...	...	...	...	...
648 Blair Prosebyterial Academy	Berger Point, N. J.	1867	1867	Henry D. Gregory, A. M., F. R. D.	Freeb.	3	3	65	36	29	60	40	5	17	10	3	6
649 Bordentown Military Institute	Bordentown, N. J.	1849	1849	Rev. William C. Bowen, A. M.	Freeb.	6	4	150	120	30	100	50	27	40	7	3	...
650 South Jersey Institute	Bridgeton, N. J.	1868	1870	Henry K. Trask, A. M.	Baptist.	3	6	45	20	25	45	...	...	5	...	2	...
651 Brainerd Institute	Cranbury, N. J.	1865	1865	Rev. Joseph S. Van Dyke	Freeb.	3	5	45	20	25	45	...	...	...	...	...	...
652 The Elizabeth Institute	Elizabeth, N. J. (321 North Broad street).	1861	1861	Miss N. C. Read	Freeb.	...	5	60	13	37	...	...	...	...	...	...	...
653 Misses Hayward's English and French School for Young Ladies.	Elizabeth, N. J.	...	1860	Misses Julia L. and Amy Hayward	P. E.	1	6	30	...	30	30	3	30	...	...	...	...
654 Jameson Park Academy	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1873	James H. Lansley, F. R. D.	Non-sect.	3	3	130	65	65	...	...	...	...	...	...	...
655 English and Classical School	Flemington, N. J.	0	1870	Rev. Louis H. Ehlker, A. M.	Ref. D. Ch.	1	1	30	30	15	23	4	3	4	...	...	...

	Fort Lee, N. J.	0	1879	Slater Mary Nanna, ne. DS M. D.	R. C.	5	21	.....	5	21	.....	21	21	0	17	0	0	0	0
657	Institute of the Holy Angels	.....	.....	Frehold, N. J.	.....	0	1844	Rev. A. G. Chambers	Presb.	5	1	57	57	0	25	0	20	16	6
658	Freehold Institute	.....	.....	Freehold, N. J.	.....	0	1844	Rev. George H. Whitney, D.	M. E.	7	5	160	113	78	100	60	50	10	1
659	Centenary Collegiate Institute	.....	.....	Freehold, N. J.	.....	1869	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
660	St. Agnes' Hall	.....	.....	Haddonfield, N. J.	.....	.....	1878	Rev. T. Maxwell Reddy, R.	P. E.	2	2	23	.....	23	23	3	13	.....	.....
661	St. John's Academy	.....	.....	Haddonfield, N. J.	.....	.....	1895	Rev. William M. Reddy, R.	P. E.	7	1	81	81	.....	8	19	.....	5	.....
662	The Home Seminary	.....	.....	Hightstown, N. J.	.....	0	1864	Rev. William M. Wells, A. M.	Presb.	1	4	53	14	38	46	0	3	0	0
663	German-American School	.....	.....	Hoboken, N. J. (148 Park avenue)	.....	.....	1871	John A. von Duisburg	Non-sect	1	4	63	40	25	55	65	.....	.....	.....
664	German, English, and French Academy	.....	.....	Hoboken, N. J. (272 Bloom- field street)	.....	1878	1868	Frederick H. W. Schleier	Lutheran	4	3	96	66	80	96	.....	96	.....	1
665	Hoboken Academy	.....	.....	Hoboken, N. J.	.....	1890	1861	Joseph Schrenk	Non-sect	11	3	360	220	190	350	.....	350	9	.....
666	Young Ladies' Institute	.....	.....	Hoboken, N. J. (323 Bloom- field street)	.....	.....	1863	Miss Mathilde Schmidt	Non-sect	4	6	150	.....	160	150	.....	.....	.....	.....
667	Hopewell Seminary	.....	.....	Hopewell, N. J.	.....	0	1866	Miss Elizabeth H. Boggs	Non-sect	1	4	38	8	30	38	0	4	0	0
668	Jamesburg Institute	.....	.....	Jamesburg, N. J.	.....	0	1873	R. B. Seelye	Presb.	3	1	34	13	30	5	2	1	3	0
669	Habrouck Institute	.....	.....	Jersey City, N. J. (109 Grand street)	.....	0	1866	Charles C. Stimets	Non-sect	9	3	220	100	60	100	60	50	25	15
670	St. Peter's College	.....	.....	Jersey City, N. J.	.....	.....	.....	Rev. John McQuaid, A. J., president	R. C.	13	.....	135	135	.....	.....	.....	.....	.....	.....
671	Classical and Commercial High School	.....	.....	Lawrenceville, N. J.	.....	.....	1810	Rev. Samuel M. Hamill, D. D.	Presb.	5	.....	40	40	.....	24	.....	12	8	8
672	Lawrenceville Young Ladies' Sem- inary	.....	.....	Lawrenceville, N. J.	.....	.....	1835	Rev. R. Hamill Davis, Ph. D.	Presb.	1	3	25	.....	25	25	3	1	.....	.....
673	St. Elizabeth's Academy	.....	.....	Near Madison, N. J. (Con- vent station)	.....	.....	.....	Mother M. Xavier, superior	R. C.	.....	.....	110	.....	110	.....	.....	.....	.....	.....
674	Glenwood Institute	.....	.....	Moorestown, N. J.	.....	1865	1855	Charles Jacobus, A. M.	Non-sect	3	2	92	48	49	.....	.....	3	3	.....
675	Moorestown Academy	.....	.....	Moorestown, N. J.	.....	.....	1878	Edward Forsythe	Friends	1	3	87	47	40	87	15	3	.....	.....
676	Morris Academy	.....	.....	Morristown, N. J.	.....	.....	1763	Andrew F. West	Non-sect	3	1	43	43	.....	17	25	4	25	3
677	Morris Classical Institute	.....	.....	Morristown, N. J.	.....	0	.....	Sidney H. Moore	Non-sect	1	1	42	7	.....	8	4	1	2	.....
678	Morristown Seminary	.....	.....	Morristown, N. J.	.....	.....	1879	.....	Non-sect	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
679	Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls	.....	.....	Morristown, N. J.	.....	.....	.....	Miss Louise Stevenson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
680	Beacon Street German-American School	.....	.....	Newark, N. J. (10 Beacon street)	.....	.....	1858	Mrs. M. J. Meader	Non-sect	3	4	350	300	150	350	.....	350	.....	.....
681	Rum's School	.....	.....	Newark, N. J.	.....	.....	1877	C. W. Blum, M. D.	Non-sect	3	1	81	43	39	81	.....	80	.....	.....
682	First German and English Pres- byterian School	.....	.....	Newark, N. J. (35 Morton street)	.....	1860	1860	Rev. John U. Guenther	Presb.	3	3	300	180	120	200	50	300	0	0
683	German-American Elementary and High-Grammar School	.....	.....	Newark, N. J. (19 Green street)	.....	1856	1856	Hermann von der Heide	Non-sect	3	4	305	137	118	305	.....	305	0	0
684	St. Vincent's Academy	.....	.....	Newark, N. J.	.....	.....	.....	Sisters of Charity	R. C.	.....	7	115	40	75	80	35	.....	3	4
685	Newton Collegiate Institute	.....	.....	Newton, N. J.	.....	1853	1848	S. S. Stevens, A. M.	Non-sect	2	4	53	30	23	30	13	9	3	.....
686	St. John's School	.....	.....	Passaic, N. J.	.....	0	1871	Charles W. Sickle, A. M.	P. E.	3	2	56	33	21	33	11	10	4	2
687	Passaic Falls Institute	.....	.....	Peteron, N. J. (cor. Mar- ket and Church streets)	.....	.....	1866	Rev. Joseph C. Wyckoff	Non-sect	2	6	45	8	37	40	10	10	.....	1
688	Peteron Seminary	.....	.....	Peteron, N. J. (cor. Van Houten and Auburn sts.)	.....	.....	1863	A. B. Wiggin, A. M.	Non-sect	2	3	60	40	20	.....	.....	2	1	.....

* From Report of the Commissioner of Education for 1890.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	9	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
689	Pennington Institute*			Pennington, N. J.	Non-sect	2	1	23	15	8	23						
690	North Plainfield Seminary	0	1844	Rev. A. P. Leaser	Non-sect	2	1	45	15	30	45	13	40	4			
691	Academy of Science and Art		1876	Miss M. Helen Burrows	Non-sect	2	2	13	7	8	15			0	0	0	0
692	Seminary at Ringoes*		1870	Cornelius W. Larison, M. D.	Non-sect	1	3	40	13	27	35	3	2				
693	Collegiate Institute	0	1867	Mrs. K. B. Larison	Non-sect	1	4	57	37	20	41	13	5	4	1		
694	Union Academy*	1849	1849	H. Page Davidson, A. M.	Non-sect	1	1	29	15	14	29						
695	"The Heights" Academy	0	1880	Anna S. Davis	P. E.	1	3	34	23	12	24	15	13	6	6		
696	Trenton Academy	1785	1781	Rev. Julius D. Rosé, A. M., M. D., Ph. D.	Non-sect	2	3	25	25		19	6		4			
697	Hungerford Collegiate Institute	1864	1864	Simco S. Sanborn	Non-sect	5	3	171	85	86	123	41	7	26	3	2	0
698	Albany Academy	1813	1815	Albert B. Watkins, A. M., Ph. D.	Non-sect	10	4	231	231	0	100	200	50	50	20	2	
699	Albany Female Academy*	1821	1814	Merrill Edwards Gates, A. M., Ph. D.	Non-sect	3	12	154	68	148	154	88	154				
700	Christian Brothers' Academy	1869	1866	Lucy A. Plympton	R. C.	8	0	120	120	0	120	20	12	20		6	
701	St. Mary's School for Girls*			Brother Leontine	R. C.			64	64								
702	Alfred University (academic department), b			Sisters of Charity	Non-sect	6	7	393			107			(74)			
703	Amelia Seminary*	1834	1835	Rev. J. Allen, D. D., Ph. D.	Baptist	2	3	114	61	53	83	23	15	5	0		
704	Amsterdam Academy	1839	1839	E. C. Allen, A. M.	Non-sect	3	3	98	84	34	42	11	18	6	0	0	3
705	Antwerp Seminary	1833	1833	George H. Ottaway, A. B.	M. E.	3	3	244	110	134	162	62	20	10	6	5	2
706	Argyle Academy	1841	1841	Rev. C. E. Hawkins, A. M.	Non-sect	1	1	35	20	15	30	4	1	4	0	0	0
707	Cayuga Lake Academy	1861	1798	Mortimer H. Bowman, A. B.	Non-sect	2	2	41	25	16	30	11	1	8	3	1	
708	Bedford Academy	1869	1869	Charles K. Hoyt, A. B.	Non-sect	1	1	51	31	20	51	7	0	3	0	0	0
709	Benning Valley Seminary	1857	1857	James F. Williams, Jr.	Non-sect	1	1	179	76	101	20	16	13	0	3	3	3
710	Union Academy of Belleville	1824	1823	P. M. Grondall	Meth.	3	3	45	20	25	25	16	16	8	3	3	3

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												Entered last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.	Entered college since close of last academic year.	Entered last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
740	Cornwall Collegiate School for Young Ladies.			Rev. Alfred C. Roe.	Presb...	2	4	28	0	28	18	10	12	4	0	1	0				
741	Danversville Seminary.	1856	1857	G. W. Phillips	Non-sect	2	3	115	45	70	70	26	20	3	3	...	...		
742	Delaware Academy.	1819	1819	James O. Griffin	Non-sect	2	5	137	65	72	79	40	18	20	6	3	...	...	
743	Dundee Preparatory School.	1819	1819	John Kline, A. M.	Non-sect	2	2	125	65	60	89	15	15	8	0	0	0				
744	East Aurora Academy.	1833	1833	Lealie W. Lake	Non-sect	1	2	156	73	84	143	13	27	1	0	0	0				
745	Friends' Seminary of Easton.	1831	1831	Charles W. Bowen, A. M.	Friends	1	1	43	43	0	83	0	0	0	0	0	0				
746	Rural Seminary.	1834	1834	James A. Le Seur	Non-sect	1	1	40	21	19	35	1	4	1	0	0	0				
747	Starkey Seminary.	1843	1843	Oscar F. Ingoldby, A. M.	Non-sect	2	4	90	48	42	70	20	5	13	3	...	...		
748	Manro Collegiate Institute.	1839	1839	Truman K. Wright, A. M., Ph. D.	Non-sect	3	5	170	80	90	145	39	25	4	...	...	...	
749	Fairfield Seminary.	1808	1808	Charles Le Roy Wheeler, A. M.	Non-sect	5	1	118	71	44	89	27	15	5	...	...	...	
750	Fergussonville Academy.	0	1848	Charles Oliver	Non-sect	3	3	58	28	30	58	4	6	4	...	...	...	
751	Ergasmus Hall Academy.	1787	1787	Rev. Robert Grier Strong	Ref. D'Ich	5	3	102	47	55	90	5	5	2	...	...	...	
752	S. S. Seward Institute.	1846	1846	Mrs. M. S. Parks	Non-sect	1	3	86	20	13	38	13	10	3	...	...	...	
753	Finishing Institute.			E. A. Fairchild, A. M.	Non-sect	7	12	77	77	0	108	24	20	10	3	...	...		
754	St. Joseph's Academy.	1840	1845	Mother Teresa	R. C.	5	5	108	0	108	108	25	100	...	...	...	...
755	Clinton Liberal Institute.	1881	1881	Charles V. Parsell, A. M., President.	Non-sect	5	5	152	67	85	...	...	...	...	...	...	...
756	Delaware Literary Institute.	1835	1835	Charles H. Verrill, A. M., Ph. D.	Non-sect	3	5	108	98	100	137	41	23	12	4	4	...				
757	Ten Broeck Free Academy.	1823	1823	Wm. M. Benson, A. M.	Non-sect	1	6	265	...	...	...	...	...	...	...	...	...
758	Friendship Academy.	1849	1849	P. Miller, A. M.	Non-sect	1	2	35	40	45	75	6	14	2	...	...	...	
759	Fulley Seminary.	1836	1836	Rev. James Gilmour, A. M.	Non-sect	2	3	65	35	30	40	20	5	7	3	3	...				
760	St. Mary's (Cathedral) School.	1877	1877	Miss H. C. Bates	P. E.	4	3	53	53	...	...	...	...	...	...	...	...
761	St. Paul's (Cathedral) School.	1877	1877	Rev. T. Stafford Drown, D. D., acting warden.	P. E.	10	...	113	113	...	113	23	10	20	...	...	...	

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
799 Miss Chisholm's School for Girls...	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
800 The Collegiate School.....	New York, N. Y. (718 Madison avenue).	.....	1880	Miss Eliza Taylor Chisholm.	Non-sect	0	7	56	16	40	56	10	10	1	0	0	0		
801 Duane S. Everson's Collegiate School for Boys.	New York, N. Y. (2 E. 80th street).	.....	1820	Rev. Henry B. Chapin, Ph.D.	Non-sect	8	1	87	87	0	48	39	23	20	2	2	2		
802 English, Classical, and Mathematical School for Boys.	New York, N. Y. (112 W. 38th street).	.....	1865	Duane S. Everson, A. M., and W. McR. Halsey.	Non-sect	7	1	125	125	0	.....	.....	65	49	3	7	2		
803 The Fifth Avenue School for Boys.	New York, N. Y. (112 W. 38th street).	.....	.....	James H. Morse, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
804 French and English Boarding and Day School.	New York, N. Y. (22 W. 59th street).	0	1873	E. A. Gibbons and D. Beach, Jr.	Non-sect	6	0	96	96	0	.....	.....	.....	50	20	5	4		
805 French Protestant Institution...	New York, N. Y. (36 E. 50th street).	.....	1871	Miss E. and Miss Annie Brown.	Non-sect	4	13	54	.....	54	.....	.....	.....	.....	.....	.....	.....
806 Friends' Seminary.....	New York, N. Y. (corner 35th street).	1861	1860	Miles F. and M. Charbonnier.	Friends	4	7	154	85	69	140	10	35	5	.....	1	0		
807 Holladay's Private School.....	Rutherford place and E. 16th street.	.....	1873	Benjamin Smith, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
808 Miss Jaudon's Boarding and Day School.	New York, N. Y. (23 W. 43d street).	.....	1866	Waller Holladay, B. Sc. C. and M. E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
809 Dr. J. Sachs' Collegiate Institute	New York, N. Y. (848 Madison avenue).	0	1872	Miss Lucy B. Jaudon	Presb...	3	8	61	.....	61	.....	.....	.....	.....	.....	.....	.....
810 Mrs. Leopold Well's School for Young Ladies.	New York, N. Y. (121 W. 49th street).	.....	1867	Dr. Julius Sachs.....	Non-sect	6	2	81	81	.....	60	21	30	75	6	6	0		
811 Manhattan Academy.....	New York, N. Y. (56 W. 56th street).	.....	1867	Mrs. Leopold Well	.....	6	11	90	15	75	90	.....	90	.....	.....	.....	85		
	New York, N. Y. (213 W. 52d street).	1864	Brother Quintilian	B. O.	10	133	133	100	20	60	10	5		

REPORT OF THE COMMISSIONER OF EDUCATION.

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								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
841 Starr's Military Institute.....	Port Chester, N. Y.....	.....	1854	O. Windrop Starr, A. M.....	Non-sect	5	.....	38	38	.....	35	3	5	3	.....	.....	.....	.....	.....
842 Classical and Home Institute.....	Poughkeepsie, N. Y.....	.....	.....	Miss Sarah V. H. Butler.....	Non-sect	2	5	60	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
843 Pelham Institute.....	Poughkeepsie, N. Y.....	0	1864	Stewart Pelham, A. M.....	Reform	2	1	63	57	6	63	8	0	6	1	0	0	.....	.....
844 St. Mary's School.....	Poughkeepsie, N. Y.....	.....	1879	Sister Teresa Evarista.....	R. C.	.....	5	170	170	.....	170	.....	3	.....	.....	.....	.....	.....	.....
845 Dr. Warring's Military Boarding School.....	Poughkeepsie, N. Y.....	0	1863	C. B. Warring, Ph. D.....	Presb.	5	2	52	50	2	52	20	5	.....	.....	0	0	.....	.....
846 Pulaski Academy.....	Pulaski, N. Y.....	1853	1855	E. M. Wheeler.....	Meth.	1	5	146	72	74	89	73	26	18	20	70	8	.....	.....
847 Chamberlain Institute and Female College.....	Randolph, N. Y.....	1851	1849	Prof. J. T. Edwards, D. D.....	M. E.	5	4	231	155	126	60	45	35	25	12	6	2	.....	.....
848 Red Creek Union Seminary.....	Red Creek, N. Y.....	1839	1840	L. W. Baker.....	Non-sect	2	2	90	40	50	80	10	.....	3	.....	.....	.....	.....	.....
849 Rensselaerville Academy.....	Rensselaerville, N. Y.....	1844	1844	Benjamin F. Eaton, A. M.....	Presb.	1	1	66	34	32	66	7	1	6	.....	.....	.....	.....	.....
850 De Garmo Institute.....	Rhinebeck, N. Y.....	0	1864	James M. De Garmo, A. M., Ph. D.....	Non-sect	4	6	133	65	68	133	56	18	8	1	2	1	.....	.....
851 Academy of the Sacred Heart.....	Rochester, N. Y. (No. 2 Prince street).....	1853	1855	Mme. A. Pardow, sup't.....	R. C.	.....	16	150	150	.....	150	.....	.....	.....	.....	.....	.....	.....	.....
852 Nazareth Academy.....	Rochester, N. Y.....	0	1871	Mary Stanislaus.....	R. C.	.....	11	105	105	.....	90	20	35	.....	.....	.....	.....	.....	.....
853 Rochester Female Academy a.....	Rochester, N. Y.....	1856	1856	Mrs. S. J. Nichols.....	Non-sect	.....	6	59	59	.....	14	.....	.....	6	.....	.....	.....	.....	.....
854 Rochester Realschule.....	Rochester, N. Y. (7 and 9 Mortimer street).....	.....	1855	Hermann Pfiedlin.....	Non-sect	2	5	105	55	50	105	.....	105	4	2	.....	.....	.....	.....
855 St. Peter's Academy.....	Roma, N. Y.....	.....	1805	Mother Ignatius, sup't.....	R. C.	.....	10	150	150	.....	150	.....	50	.....	.....	.....	.....	.....	.....
856 Ryan Seminary.....	Rye, N. Y.....	.....	1809	Rev. William Lato, pres't.....	Presb.	2	7	94	94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
857 Washington Academy a.....	Salem, N. Y.....	1791	1789	John A. McFarland, A. M.....	Presb.	2	2	143	143	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
858 Sangertons Institute.....	Sangertons, N. Y.....	1866	1866	William Wright.....	Non-sect	1	2	56	29	30	56	.....	7	6	0	0	0	.....	.....
859 Sangertons Academy.....	Sangertons, N. Y.....	.....	1847	T. H. Roberts, A. M.....	Non-sect	1	4	176	90	85	176	65	80	13	8	4	2	.....	.....
860 Holbrook's Military School.....	Sing Sing, N. Y.....	.....	1869	Rev. D. A. Holbrook.....	Presb.	6	1	50	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
861 Ossining Institute.....	Sing Sing, N. Y.....	0	1867	Rev. C. D. Rice, A. M.....	Presb.	3	7	96	88	85	85	12	25	0	0	0	0	.....	.....

862	Virena	Sing Sing, N. Y.	0	1870	Col. H. C. Symonds.....	P. E.	8	80	80	70	90	20	13	4	...
863	Socius Academy*.....	Soceta, N. Y.	1855	1867	Eliza Curtis, M. A.	Non-sect	2	8	150	80	70	90	20	4	2
864	Rogersville Union Seminary a	South Decatur, N. Y.	1852	1867	Lewis McHenry.....	Non-sect	1	1	49	...	...	...	5	...	...
865	Southold Academy.....	Southold, N. Y.	1851	1867	L. Whitaker, A. B.	Presb.	1	1	40	22	18	40	18	3	...
866	Griffith Institute and Springville Union School.	Springville, N. Y.	1827	1867	W. A. Robinson.....	Non-sect	1	7	450	200	250	75	45	10	4
867	German-American Institute.....	Stapleton, N. Y. (Staten Island).	...	1873	Dr. G. Odendall and H. Stegling.	Non-sect	3	1	65	31	34	65	...	1	3
868	Syracuse Classical School.....	Syracuse, N. Y.	1867	1867	Wesley Curtis Ginn, A. M.	Non-sect	1	4	35	28	7	14	17	6	4
869	Miss Bailey's School.....	Tarrytown, N. Y.	...	1869	Miss H. L. Bailey.....	Non-sect	3	7	50	...	50	12	50	...	0
870	Mount Hope Ladies' Seminary.....	Tarrytown, N. Y.	0	1869	Robert C. Black, A. M.	Non-sect	2	2	7	0	7	7	3	0	0
871	Troy Academy.....	Troy, N. Y.	1834	1863	T. Newton Willson, A. M.	Non-sect	3	1	82	83	0	57	25	0	5
872	Troy Female Seminary.....	Troy, N. Y.	1837	1814	Emily T. Wilcox.....	Non-sect	1	5	90	...	90	90	20	14	...
873	Unadilla Academy*.....	Unadilla, N. Y.	1852	1850	Emmet Balknap, A. B.	Non-sect	1	4	106	45	61	67	6	10	3
874	Oakwood Seminary.....	Union Springs, N. Y.	1860	1858	Ednah Cook, Jr.	Friends	2	5	104	55	49	26	9	4	0
875	Walworth Academy.....	Walworth, N. Y.	1842	1843	J. Carlton Morris.....	Non-sect	2	2	90	50	40	80	10	10	...
876	Warrensburg Academy.....	Warrensburg, N. Y.	1860	1856	Clayton L. Morsey.....	Non-sect	2	2	75	40	35	63	10	3	2
877	Warwick Institute a.....	Warwick, N. Y.	1854	1854	A. G. McAllister, A. M.	Non-sect	1	1	29	...	...	...	...	(4)	...
878	Riverdale Seminary.....	Wellsville, N. Y.	1879	1871	Alfred W. Cummings, D. D., Ill. D.	Non-sect	2	2	48	30	18	...	...	5	2
879	West Winfield Academy.....	West Winfield, N. Y.	1851	1851	Leigh R. Hunt, M. A.	Non-sect	3	2	122	62	90	106	8	8	0
880	Alexander Institute.....	White Plains, N. Y.	0	1845	Oliver K. Willis, A. M., Ph. D.	Non-sect	5	0	28	0	13	10	9	2	2
881	Whitestown Seminary.....	Whitestown, N. Y.	1845	1827	M. Earl Dunham, D. D., Ph. D.	Non-sect	4	3	235	150	75	50	20	10	...
882	Middlebury Academy.....	Wilmington, N. Y.	1816	1819	Thomas S. Cushing, trustee	Non-sect	1	2	98	40	58	85	6	7	1
883	Yates Academy.....	Yates, N. Y.	1840	1841	Lloyd Cressett.....	Non-sect	1	1	78	52	26	78	...	1	...
884	School for Young Ladies and Children.	Yonkers, N. Y.	1840	1876	Mrs. K. T. Holbrook.....	Non-sect	1	1	5	53	45	...	...	...	...
885	Albemarle Academy.....	Albemarle, N. C.	1875	1875	H. W. Spinks, A. M.	Non-sect	2	2	108	58	50	83	26	...	3
886	Belvidere Academy*.....	Belvidere, N. C.	1840	1840	George Wilson White.....	Friends	1	1	53	34	19	48	5	1	3
887	Brevard Classical School.....	Brevard, N. C.	...	1880	Prof. S. G. Sterling.....	Non-sect	1	2	65	30	35	64	1	1	0
888	Cary High School.....	Cary, N. C.	1880	1880	Rev. Solomon Pool, D. D.	Meth.	2	1	70	30	40	50	27	0	0
889	Hughes' Academy.....	Cedar Grove, N. C.	1846	1846	Samuel W. Hughes.....	Presb.	2	8	173	173	173	12	80	...	...
890	Charlotte Female Institute.....	Charlotte, N. C.	0	1837	Rev. William K. Atkinson	Presb.	2	...	40	40	...	...	...	...	...
891	Concord Male High School.....	Concord, N. C.	1870	1881	Robert S. Arrowood.....	Non-sect	1	1	6	181	181	181	...	...	...
892	Scotia Seminary*.....	Concord, N. C.	1870	1870	Rev. Luke Dorland, A. M.	Presb.	1	1	44	34	20	25	12	6	5
893	Bethel Academy*.....	Davison College, N. C.	1876	1876	Rev. L. K. Glasgow, A. M.	Presb.	1	1	112	63	49	112	...	4	...
894	Denver Seminary.....	Daverson, N. C.	1874	1873	D. Matt. Thompson, A. M.	Non-sect	1	1	33	27	6	25	0	...	...
895	East Bend Academy*.....	East Bend, N. C.	1856	1856	J. M. Matthews.....	Non-sect	2	...	43	35	8	40	3	...	...
896	Union High School.....	East Bend, N. C.	1881	1881	T. S. Whittington.....	Non-sect	1	2	97	60	37	80	17	2	0
897	Elizabeth City Academy.....	Elizabeth City, N. C.	1868	1868	S. L. Sheep.....	Non-sect	3	...	93	56	37	83	5	3	...
898	Freemont Institute.....	Freemont, N. C.	1868	1868	Gray C. Garriss.....	Non-sect	2	...	32	33	22	32	5	10	...
899	St. Mary's College.....	Garibaldi, N. C.	1873	1873	Rev. F. Alban, O. S. B.	R. C.	5	...	2	75	44	31	...	8	5
900	Woodland Academy.....	Goldensboro', N. C.	1876	1876	Cyrus P. Frazier, A. M.	Friends	1	3	148	(148)	...	...	...	...	1
901	Bennett Seminary.....	Goldensboro', N. C.	1874	1874	Rev. Wilbur F. Steele, B. D.	M. E.	1	1	122	86	86	109	13	2	0
902	Hayesville Academy.....	Hayesville, N. C.	1871	1871	N. A. Fessenden.....	Non-sect	2	1	100	70	80	60	22	70	...
903	Hopewell Academy.....	Hopewell (Charlotte F. O.), N. C.	1871	1879	Hugh A. Grey.....	Presb.	2	1	100	70	80	60	22	70	...
904	Somersville Institute.....	Leasburg, N. C.	1840	1840	Rev. Solomon Lee, A. M.	M. E. So.	1	2	26	14	12	28	...	4	1
905	Brown Seminary.....	Leicester, N. C.	1880	1880	H. F. Ketrin, A. B.	M. E.	1	1	109	61	48	108	1	...	...
906	Blount Seminary.....	Mebaneville, N. C.	1864	1798	Mal. Robert Bingham, A. M.	Non-sect	6	...	258	258	258	...	...	20	100

* From Report of the Commissioner of Education for 1880. a From 3rd Report, 1880. b As Outside Seminary; rechartered as Whitesboro Seminary in 1845.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
907	Monroe High School		1875	W. J. Sarogga, A. M.	Non-sect	1	2	83	46	37	70	11	0	8	5	9	1		
908	Moravian Falls Academy			E. C. Foy	Non-sect	1	1	75			30	7	1						
909	Mt. Airy Academy		0	Lewis H. Rothrock	Lutheran	1	2	53	53	38	15								
910	Mt. Pleasant Female Seminary		1870	L. Lyndon Hobbs, A. B.	Friends	2	5	85	52	83	10			1	2	2			
911	New Garden Boarding School		1833	Rev. J. C. Clapp, A. M., and Rev. J. A. Foll	Ref. Ger.	3	5	135	75	60	135	20	10						
912	Catawba High School		1863	J. H. and J. C. Horner	Non-sect	4		81	81		24	57	20			15	0		
913	Hornet School		0	Mrs. J. W. Hays	M. E.	1	2	82	6	28	32	5	2	4					
914	Oxford Home School		1879	O. C. Hamilton	Non-sect	2	1	105	69	38	86	19		3		2			
915	Yadkin Mineral Springs Institute		0		Non-sect	2		66	36	30	56	10	0	9	1	0	0		
916	Carolina Academy		0	L. Shurley	Non-sect	2		50	24	16			6	4					
917	Pittsboro' Scientific Academy			James S. Manning	Non-sect	1	1	50	24	16									
918	Princeton School		1880	J. Wilson Lucas, A. B.	F. W. Bap	1													
919	Raleigh Male Academy		1878	John J. Fray and Hugh Morison	Non-sect	3	0	116	116	0	116	51	12	40	6	6			
920	Reynolds Male Institute		1865	T. E. Wall	Baptist	1		41	41		28	13		10		2			
921	Salem Female Academy		1866	Rev. J. T. Zorn	Moravian	3	12	180	130	10	80								
922	Salina Female Academy		1870	Theo. A. Welfare	Non-sect	1	3	70	30	40	70	6		6					
923	Salina Welfare's Private School		1807	W. H. Ra. Adale	Non-sect	1	2	66	32	24	25	4	8	6		1	8	0	
924	Vine Hill Academy		1866	W. V. Marshburn, A. B.	Non-sect	1	1	65	35	30	50	15	0	20	5	1	4		
925	Seymour Academy		0	F. S. Blair	Friends	1	2	30	14	16	30	5	0	4	0	0			
926	Summerfield High School		1872	C. W. White, A. M.	M. th.	1	3	125	68	27	123	43	18	23	27	10			
927	Tyng Hall Institute		1877	C. W. White, A. M.	Non-sect	1	2	46	46		35	19		6					
928	Watson Female Institute		1841	W. A. McChesney	Non-sect	1	1	46	46		35	19		6					
929	Whiteville High School		1860	Washington College	Non-sect	1	1	49	49		35	19		6					
930	Cairo Female Academy			Washington College	Non-sect	1	1	49	49		35	19		6					

900	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C.	0	1850	Rev. Daniel Morrelle	P. E.	1	10	10	..	0	4	3	2	1	1
931	Wilson College Institute*	Wilson, N. C.	1872	1873	Sylvester Haesel, A. M.	Non-sect.	3	2	124	79	45	97	20	7	4	0
932	Winston Male Academy	Winston, N. C.	1860	1860	J. A. Morton, A. M.	Non-sect.	3	0	60	60	40	20	6	15	6	20
933	The Grange High School	Woodland, N. C.	1878	1878	Julien Henri Picot, A. M., LL. D.	Non-sect.	3	1	70	50	20	40	10	10	10	10
934	Yadkin College	Yadkin, N. C.	1868	1868	Rev. S. Simpson, A. M., presb. t. J. Ferguson	Meth. F.	3	1	80	50	30	30	40	15		
935	Albany Enterprise Academy	Albany, Ohio (P. O. Lee)	1863	1863	J. T. Ferguson	Non-sect.	2	1	61	28	33	61	0	0	4	6
936	Grand River Institute*	Austintown, Ohio	1832	1831	J. Tuckerman, M. A., Ph. D.	Non-sect.	3	2	291	164	127	185	106	10	23	4
937	Beverly College*	Beverly, Ohio	1842	1842	R. J. Smith	Non-sect.	3	1	45	28	17	35	10	5	5	
938	Academy of Central College	Central College, Ohio	1842	1840	Rev. George Fraser, D. D.	Presb.	2	2	45	20	16	35	10	0	7	2
939	Geauga Seminary	Chester Cross Roads (Geauga County), Ohio	1842	1842	G. L. Enslin, M. A.		1	2	70	38	32	40		6		11
940	Academy of the Sisters of Notre Dame	Cincinnati, Ohio (East 6th street)	1843	1841	Sister Louise, S. N. D.	R. C.		10	170		170					
941	Day School	Cincinnati, Ohio (106 West 7th street)		1881	Miss Storer and Miss Lupton		1	9								
942	Mt. St. Vincent's Academy	Cincinnati, Ohio (Cedar Grove)		1867	Mother Regina Mattingly	R. C.										
943	St. Francis' Gymnasium	Cincinnati, Ohio	0	1858	Rev. Joseph M. Roel	R. C.	8	46	46			(46)		16	4	
944	Clermont Academy*	Clermontville, Ohio	1839	1839	James K. Parker	Baptist	1	3	48	27	21			2		
945	Cleveland Academy	Cleveland, Ohio	1805	1866	Isaac Bridgman, A. M.	Non-sect.	1	3	55	35	20	12	43	7	20	3
946	St. Joseph's Academy	Columbus, Ohio		1875	Sister Josephine Ignatius, S. N. D.	R. C.		13	115	85	80	14				
947	St. Mary's Institute	Dayton, Ohio		1860	Rev. George Meyer	R. C.	14	124	124		124			15		
948	Exington Academy	Exington, Ohio	1857	1857	I. N. McComb	Non-sect.	1									
949	Fostoria Academy	Fostoria, Ohio	1879	1879	Rev. William T. Jackson, Ph. D.	U. B.	6	1	192	117	75	138	46	6	46	2
950	Gallia Academy	Gallipolis, Ohio	1811	1810	A. Baird, Jr.	Non-sect.	1	1	150	87	63					
951	Harcourt Pince Academy	Gambier, Ohio	1851	1851	John D. H. McKinley, A. M.	P. E.	4	42	42		3	39	13	10	2	6
952	Goshen Seminary	Goshen, Ohio	1861	1861	C. M. Riggs	Non-sect.	1	1	66	36	30	40	6	5	15	4
953	Harlem Springs College	Harlem Springs, Ohio	1867	1867	John R. Steeves, A. M.	Non-sect.	1	2	75	40	54	10	2			7
954	Hartford Academic Institute	Hartford, Ohio	1872	1871	John H. J. Rice	Non-sect.	1	1	37	19	18	37				
955	Vermillion Institute*	Hayesville, Ohio	1846	1846	Rev. Sanders Dieffendorf, D. D.	Presb.	as	110	110		30	18				
956	Atwood Institute	Lees, Ohio	1856	1856	Lynna C. Chase, A. M.	F. W. B.	3	2	60	40	20			4	6	
957	Lexington Male and Female Seminary*	Lexington, Ohio	0	1851	Rev. J. K. Martin, A. M.	U. P.	1	31	17	14	21	10	1	6	3	4
958	Madison Seminary*	Madison, Ohio	1846	1846	E. B. Olmsted		1	2	53	27	25	42	10			2
959	Boarding School of the Visitation	Minster, Ohio	1853	1853	Sister Christina, directress	R. C.		4	56		56	50	12			
960	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	Presb.	1	1	40	25	15					
961	Ursuline College	Nottingham, Ohio			Mother St. Mary	R. C.		1	53		53					
962	Poland Union Seminary	Poland, Ohio	1861	1861	William H. Tibbels, M. A.	Presb.	1	2	75	40	35	71	6	8	8	1
963	Ursuline Academy for Young Ladies	St. Martin's, Ohio	1847	1845	Sister M. Ursula, superior	R. C.		20	55		55					
964	Savannah Academy*	Savannah, Ohio	1859	1859	T. A. Sawhill	Non-sect.	1	1								
965	Starr's Institute	Seven Mile, Ohio	1861	1861	B. Starr, A. M.	M. E.	1	0	10	10	0	7	3	0	2	1
966	Smithville High School	Smithville, Ohio	1865	1865	J. B. Eberly, M. A.	Non-sect.	3	1	173	115	58					0
967	Northern Ohio Collegiate Institute	South New Lyme, Ohio	1879	1879	Rev. D. J. H. Ward, A. M., president	Non-sect.	4	2	170	94	78					19
968	Springfield Seminary	Springfield, Ohio	1874	1873	Mrs. Ruth A. Worthington	Non-sect.		5	56	4	52	11	11	37	1	1

a Sex not reported.

* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Steubenville Seminary* College of Ursuline Sisters* Ursuline Convent of the Sacred Heart* Plains Seminary* Twinburgh Institute Western Reserve Seminary Rayen High School Putnam Classical Institute Albany Collegiate Institute* Ashland College and Normal School Grace Church Parish School Notre Dame Academy La Creole Academic Institute Lincoln Academy St. Mary's Academy for Young Ladies* Lebanon Academy Bishop Scott Grammar School Independent German School St. Mary's Academy* St. Michael's College St. Paul's Academy*	Steubenville, Ohio Tiffin, Ohio Toledo, Ohio Tupper's Plains, Ohio Twinburgh, Ohio West Farmington, Ohio Youngstown, Ohio Zanesville, Ohio Albany, Oreg. Ashland, Oreg. Astoria, Oreg. Baker City, Oreg. Dallas, Oreg. Harrisburg, Oreg. Jacksonville, Oreg. Lebanon, Oreg. Portland, Oreg. Portland, Oreg. Portland, Oreg. Portland, Oreg. Portland, Oreg. Portland, Oreg. St. Paul, Oreg.	1878 1873 1873 1860 1828 1855 1867 1836 1879 1873 1866 0 1850 1879 1854 1870 1870 1866 1871	1829 1863 1834 1860 1828 1829 1867 1835 1873 1873 1866 1875 1853 1879 1854 1870 1870 1866 1871	Rev. A. M. Reid, re. D. Sister Ignatius Mother M. Amadeus, superior. Morris Bowers Samuel Bissell Rev. E. B. Webster, A. A. M. S. Campbell D. J. Evans, A. M. Albert N. Condit Rev. Lowell L. Rogers, A. M. Miss C. L. Hewitt Sister Mary Justina S. A. Randle S. S. Train Sister M. Angel Guardian, superior. J. L. Gilbert J. W. Hill, M. D. J. H. H. Manner Mother Dolores, superior provincial. Rev. A. J. Glorieux Sister M. Margaret, superior.	Presb. R. C. R. C. Non-sect Presb. Non-sect Presb. Presb. Presb. M. E. P. E. R. C. R. C. R. C. M. E. P. E. Non-sect R. C. R. C. R. C.	3 9 7 1 1 2 3 2 2 2 2 5 2 2 1 1 2 5 1 4 1 4	128 85 200 54 50 211 16 63 90 412 35 77 105 35 55 100 78 15 105 80 40	126 85 200 29 (211) 82 63 40 74 16 77 105 35 55 50 78 15 105 80 40									

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1043	Philadelphia Seminary	Philadelphia, Pa. (1325 N. Broad street).	1871	Rebecca E. Judkins.	Non-sect	3	11	113	113	21	100	4	1
1044	Rittenhouse Academy	Philadelphia, Pa. (n. e. cor. 13th & Chestnut sts.)	1854	De Benneville K. Ludwig, A. M.	Non-sect	5	50	0	50	0	0	0	0
1045	Schleigh Academy*	Philadelphia, Pa. (18th st. and Girard avenue).	1877	Miss F. M. Schleigh.	Friends	1	7	47	47	9	47	0	0
1046	School for Young Ladies	Philadelphia, Pa. (4117 Walnut street).	1867	Annie and Sarah Cooper.	Friends	1	7	47	47	9	47	0	0
1047	Supplee Institute for Young Ladies.*	Philadelphia, Pa. (1713 Spruce street).	1835	Rev. Enoch H. Supplee, A. M.	P. E.	3	4	40	40	40	30	35	0
1048	Ury House School	Philadelphia, Pa. (Fox Chase P. O.).	1863	Mrs. Jane Crawford	P. E.	4	1	41	0	(41)	0	0	0
1049	West Chestnut Street Institute.	Philadelphia, Pa. (4035 Chestnut street).	1873	Mrs. Julia A. Bogardus.	Non-sect	2	7	50	50	0	0	0	0
1050	West Chestnut Street Seminary*	Philadelphia, Pa. (1707 Chestnut street).	1878	Miss M. R. Cochran	Meth.	2	7	53	53	40	0	0	0
1051	West Green Street Seminary	Philadelphia, Pa. (1802 Green street).	1867	Miss M. Laird	Preab.	9	5	40	40	28	39	0	0
1052	West Walnut Street Seminary for Young Ladies.	Philadelphia, Pa. (2045 Walnut street).	1867	Mrs. Henrietta Kutz.	Preab.	9	5	40	40	28	39	0	0
1053	William Penn Charter School.	Philadelphia, Pa. (No. 8 South Twelfth street).	1689	Richard M. Jones, M. A.	Friends.	2	5	124	124	(124)	15	8	3
1054	Young Ladies' Academy and Secondary School for Children.	Philadelphia, Pa. (1313 Poplar street).	1851	Miss Mary Ann Fisher.	P. E.	2	51	21	30	51	0	0	0
1055	The Bishop Bowman Institute* St. Mary's Academy*	Pittsburgh, Pa.	1866	Rev. Robert J. Coster, A. M.	P. E.	3	4	92	92	42	28	0	0
1056		Pittsburgh, Pa.	1866	Mother M. Staudaun, di-rectress.	R. C.	6	120	120	120	0	0	0	0
1057	St. Ursula's Academy.	Pittsburgh, Pa.	1871	Sister Marie Alphonsa, super-ress.	R. C.	12	60	60	60	0	0	0	0
1058	Cottage Seminary for Young Ladies.	Pottstown, Pa.	1850	George G. Butler, A. M.	Non-sect	2	5	80	0	30	80	5	15
1059	Reid Institute	Reidsburg, Pa.	1862	C. A. Gilbert, A. M.	Baptist.	1	2	73	34	39	60	7	2
1060	Ridley Park Seminary*	Ridley Park, Pa.	1862	Rev. John Wilson, A. M., Ph. D.	Non-sect	3	1	33	15	18	0	0	1
1061	St. Charles Collegiate Institute	Rimerburg, Pa.	1849	Rev. J. J. Pennepacker, A. M.	Ref. m. d.	3	1	33	15	18	0	0	2
1062	St. Cecilia's Academy	Scranon, Pa.	1872	Mother M. Francis	R. C.	10	325	325	325	10	0	0	0
1063	Classical Department of Mission-ary Institute.	Selinsgrove, Pa.	1859	Rev. John B. Foote, A. M.	Lutheran	4	62	50	12	20	42	16	0
1064	Sewickley Academy*	Sewickley, Pa.	0	John Way, jr., superintend-ent.		4	5	118	49	60	46	14	0
1065	Academy of the Holy Child Jesus	Sharon Hill, Pa.	1866	Mother M. Walburga	R. C.	7	40	40	40	3	40	0	0
1066	Cheltenham Academy	Shoemakerstown, Pa.	0	Rev. Samuel Clements, A. M., D. D.	P. E.	6	0	63	0	63	25	0	2
1067	George's Creek Academy	Smithfield, Pa.	1856	J. M. Hantz, M. A.	Non-sect	2	1	95	55	40	90	5	0
1068	Stewartstown English and Clas-sical Institute.	Stewartstown, Pa.	1855	Charles T. Wright	Non-sect	1	1	75	42	33	75	3	0
1069	Toughkenamon Boarding School.	Toughkenamon, Pa.	1867	Hanna M. Cope	Friends.	5	60	20	40	0	0	0	0
1070	Susquehanna Collegiate Institute	Towanda, Pa.	1854	Edwin E. Quinlan, A. M.	Preab.	3	4	219	116	108	152	12	8
1071	Washington Hall Collegiate In-stitute.	Trappe, Pa.	1830	Abel Rambo, A. M., Ph. D.	Preab.	2	2	46	27	19	46	7	1
1072	Unionville Academy	Unionville, Pa.	0	A. A. Needer	Non-sect	1	22	13	9	21	12	3	0
1073	Trinity Hall	Washington, Pa.	1879	Rev. Samuel Karp, Ph. D.	P. E.	5	2	64	64	0	0	0	0

* Revised in 1871.

* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1891, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1074	Darlington Seminary for Young Ladies.	West Chester, Pa.	.....	Richard Darlington, Jr.	Friends.	2	5	60	0	60	60	20	10	2	.....	2	.....
1075	Home School for Girls*.	West Philadelphia, Pa. (3311 Hamilton street).	.....	Mrs. Annie M. Sutton.	.....	3	5	50	.....	50	50	10	50	.....	.....	.....	.....
1076	Lucretia M. B. Mitchell's School for Girls.	West Philadelphia, Pa. (315 North Thirty-fifth street).	.....	Mrs. Lucretia M. B. Mitchell.	Friends.	1	6	36	6	30	.....	20	30	.....	.....	.....	.....
1077	Young Ladies' Seminary	West Philadelphia, Pa. (204 North Thirty-fifth st.)	.....	Miss Edna Spalding	P. E.	.....	3	18	.....	18	18	16	18	.....	.....	.....	.....
1078	Westtown Boarding School.	Westtown, Pa. (Street Road Station)	.....	Jonathan G. Williams, superintendent.	Friends.	7	7	175	100	75	.....	.....	.....	.....	.....	.....	.....
1079	Williamsport Dickinson Seminary	Williamsport, Pa.	1848	Rev. Edward J. Gray, A. M., president.	M. E.	7	5	210	116	94	.....	.....	.....	9	1	2	.....
1080	School of St. John the Evangelist.	Barrington Centre, R. I.	.....	Rev. William M. Chapin	P. E.	1	1	27	9	18	27	5	.....	.....	.....	.....	.....
1081	Family and Day School for Girls.	Newport, R. I.	.....	Mrs. Helena L. Gillat	P. E.	.....	4	30	4	26	30	12	30	.....	.....	.....	.....
1082	Island High School	New Shoreham (Block Island), R. I.	.....	Charles E. Perry	Non-sect.	1	.....	30	16	14	30	6	.....	1	.....	.....	.....
1083	Female Academy of the Sacred Heart.	Providence, R. I.	1873	Ellen White	R. C.	.....	15	45	.....	45	45	7	45	.....	.....	.....	.....
1084	Friends' New England Boarding School.	Providence, R. I.	1823	Augustine Jones, A. M.	Friends.	11	7	108	105	93	101	78	47	15	0	4	0
1085	St. Mary's Young Ladies' Seminary.	Providence, R. I. (Bay-view, box 866).	1875	Sister Mary Leo	R. C.	.....	7	40	.....	40	40	12	35	.....	.....	.....	.....
1086	Polytechnic and Industrial Institute.	Bluffton, S. C.	1880	Rev. J. Douglas Robertson.	Presb.	5	2	205	141	124	.....	3	.....	3	.....	1	.....
1087	Wallingford Academy	Charleston, S. C.	1806	Rev. Thomas A. Grove	Presb.	2	5	548	253	295	535	13	.....	13	8	1	2

1088	Bradford Institute*	Chester, S. C.	1871	Rev. S. Loomis, A. M.	Presb.	2	3	3004d	43	6	5	0
1089	Clinton College	Clinton, S. C.	1872	Prof. William S. Lee, A. M.	Non-sect	1	2	68	28	68	1	1
1090	Bradlet Institute	Columbia, S. C.	1870	Rev. C. E. Becker, A. M., president.	Baptist	(6)	232	126	106			
1091	Cooper-Limestone Institute	Geffney City, S. C.	1881	H. P. Griffith and R. O. Sams	Baptist	2	3	45	45	6	9	
1092	Governville Seminary	Governville, S. C.	1869	Thomas J. Earle	Baptist	1	2	80	37	43	3	
1093	Brewer Normal School*	Greenwood, S. C.	1875	J. D. Backenstose	Cong	2	75					
1094	Lexington High School	Lexington, S. C.	1875	W. D. Schoenberg	Non-sect	2	65	34	31	65	35	10
1095	Penn School	St. Helena, S. C. (Beaufort P. O.)	1863	Laura M. Towne and Ellen Murray	Non-sect	0	9	230	110	120	230	4
1096	Williamston Male Academy	Williamston, S. C.	1848	Walter W. Brown, A. M.	Non-sect	1	35	35		10		0
1097	Johnston Academy	Williamston, S. C.	1880	Raymond O'Brien, A. M.	Non-sect	2	1	120	74	56	107	25
1098	King's Mountain Military School	Yorkville, S. C.	1881	Col. Ashbur Coward	Non-sect	3	48	46		20	15	4
1099	Yorkville Female College	Yorkville, S. C.	1881	Rev. W. G. White	Non-sect	2	5	107				
1100	Masonic Male and Female Academy	Alexandria, Tenn.	1857	H. L. W. Gross and J. L. Boon	Non-sect	2	1	160	100	60	20	50
1101	Kingsley Seminary	Arcadia, Tenn.	1877	Joseph H. Ketron, A. M.	M. E.	4	2	117	75	42	94	1
1102	Beech Grove College	Beech Grove, Tenn.	1869	Joseph G. Didiot	Non-sect	2	3	50	35	25	10	0
1103	Sallins College	Bristol, Tenn.	1874	Rev. D. S. Heaton, A. M., president.	M. So.	2	7	189	189	30	0	0
1104	Centerville High School	Centerville, Tenn.	1842	William H. Gaudin, A. M.	Non-sect	1	2	31	17	14	31	0
1105	Chapel Hill Academy*	Chapel Hill, Tenn.	1855	Simeon V. Wall	Non-sect	1	2	67	36	31	40	28
1106	Chattanooga High School	Chattanooga, Tenn.	1868	N. G. Jacks	Christian	2	40	25	15	38	2	0
1107	Clarksville Female Academy	Clarksville, Tenn.	1846	John S. Collins, A. M.	M. E. So.	1	4	60	60	60		
1108	Clarksville Female Academy	Clarksville, Tenn.	1854	Thomas C. Blakeney	Non-sect	1	2	82	38	45	12	8
1109	Clifton Masonic Institute	Clifton, Tenn.	1856	A. L. Whitaker	Non-sect	1	1	105	50	55		
1110	Col. Hill Collegiate Institute	Col. Hill, Tenn.	1870	W. J. J. Torrell	Non-sect	2	1	116	50	66	116	7
1111	Columbia Normal School	Columbia, Tenn.	1881	S. P. Grey	Non-sect	2	1	26	23	3	16	7
1112	Tipton Female Seminary	Covington, Tenn.	1852	George D. Holmes, A. M.	Non-sect	1	3	115	15	100	10	10
1113	Dickson Seminary	Dickson, Tenn.	1880	Isaac L. Case, A. M.	Non-sect	1	0	24	14	70	21	3
1114	Hatchie Academy	Durhamville, Tenn.	1870	L. Lee Dye	Non-sect	1	1	118	60	58	88	113
1115	Masonic Institute	Flag Branch, Tenn.	1881	John C. McEwen, A. M.	Non-sect	2	1	140	80	60	140	20
1116	Flag Pond Seminary	Flag Pond, Tenn.	1881	W. V. Marshall	Baptist	2	1	107	58	49	80	5
1117	Friendsville Academy	Friendsville, Tenn.	1855	S. C. Hanson	Friends	1	3	82	52	30	29	1
1118	Edwards Academy*	Greenville, Tenn.	1870	G. M. Savage, chairman	U. Br.	1	6	149				1
1119	Henderson Masonic Male and Female Institute*	Henderson, Tenn.	1870			4	6					
1120	Central Tennessee Conference Seminary	Hollow Rock, Tenn.										
1121	West Tennessee Seminary	Hollow Rock, Tenn.	1874	Rev. Joseph J. Loefer	M. E.	2	1	70	80	40	50	10
1122	Old Fellows' Male and Female College	Humboldt, Tenn.	1871	J. W. Conger, A. B.	Non-sect	2	1	85	30	55	25	4
1123	Sam Houston Academy	Jasper, Tenn.	1855	A. F. Moore	Non-sect	2	2	200	90	110	200	0
1124	Martin Academy	Jonesborough, Tenn.	1840	Rev. W. G. Barker	Non-sect	1	2	75	35	40	50	2
1125	La Grange Female School	La Grange, Tenn.	1881	L. H. Mulliken	Non-sect	1	1	30	30	30	4	6
1126	Greenwood Seminary	Near Lebanon, Tenn.	1852	Mrs. N. Lawrence Lindale	Presb.	1	3	80	30	30	5	10
1127	Masonic Academy	Liberty, Tenn.	1869	James F. Turner	Non-sect	1	1	110	60	50	105	4
1128	Savannah Grove Academy	Long Savannah, Tenn.	1875	William F. Anderson	Non-sect	2	2	94	30	22	40	10
1129	Louden High School	Louden, Tenn.	1869	Rev. E. J. McCroskey	Cumb. P	2	2	94	43	51	80	14
1130	New Male and Female Institute	Lynchburg, Tenn.	1881	Henry D. Felzer	Cumb. P	7	2	40	18	22	34	6
1131	Waters and Waller College	McMinnville, Tenn.	1870	H. R. Naeffert	Cumb. P	2	1	108	63	43	105	2

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Martin Male and Female Acad- emy.	Martin, Tenn.	1875	1874	W. E. Bowden	Non-sect.	1	2	95	45	50	85	10	10	15	5	3			
West Tennessee Seminary.	Mason, Tenn.	0	1877	Rev. Charles E. Alexander.	M. E.	1	1	76	41	34	74								
Miss Higbee's School.	Memphis, Tenn.		1879	Miss Jenny M. Higbee.	Non-sect.	1	7	146	6	140	116	15	15	1					
Memphis Institute.	Memphis, Tenn.		1879	Lyron G. Tyler, M. A.	Non-sect.	1	2	75	0	55	20	0	5	0	1	0			
St. Mary's School.	Memphis, Tenn. (362 Pop- lar street).		1873	Sisters of St. Mary	P. E.	2	7	50	0	50	50	30	30						
Fairmount.	Mount Eagle, Tenn.	1872	1873	Mrs. H. B. Kells	P. E.	4	6	45		45	45	7	45	7					
Morristown Female High School.	Morristown, Tenn.		1867	Rev. T. P. Summers, A. M.	Non-sect.	1	3	61	25	36	50	10	2	0	0	0	0	0	
Mt. Pleasant Male and Female Academy.	Mount Pleasant, Tenn.	1867		S. A. R. Swann	Non-sect.	1	3	61	25	36	50	10	2	0	0	0	0	0	
Montgomery Bell Academy.	Nashville, Tenn.		1867	J. W. Yeaman, M. A.	Non-sect.	4	1	93	93	0	93	30		5		3			
Alpine Academy.	Nettle Carrier, Tenn.		1866	William F. Smith.	Non-sect.	3	8	94		94	48			20	12				
Union Seminary.	Newbern, Tenn.		1838	H. A. Dean	Non-sect.	1	4	140	65	75	120	20		6	5				
Holston Seminary.	New Market, Tenn.		1868	S. P. Fowler, A. M.	M. E.	2	2	119	62	57	98	22		20	10		2		
Oak Hill Institute.	Norris Creek, Tenn.		1868	P. Himebaugh	Non-sect.	1	2	88	48	40	88	6	3	2	4	0	0		
Oakleaf Academy.	Oakleaf, Tenn.	1867	1869	W. S. Johnson	Non-sect.	1	1	140	65	75	140								
Obedience Institute.	Orma's Store, Tenn.	0	1873	A. C. Muncie	M. E. No	1	1	155	30	25	45			10	6				
Paris Male High School.	Paris, Tenn.		1840	T. H. M. Hunter	Non-sect.	1	1	40	40		40	8	0	0	0	8	0		
The Mrs. S. H. Welsh High School.	Paris, Tenn.	1877	1869	Mrs. S. H. Welsh	Non-sect.	1	2	100	52	48	100	7							
Parrottville College.	Parrottville, Tenn.		1877	J. W. Lenois, M. A.	Non-sect.	2	2	100	90	70	147	13		13		3			
People's College.	Pikeville, Tenn.	1872	1879	Rev. William B. Strudley, A. M.	M. E. No	2	2	103	53	49	92	20	8						
Arlington Academy.	Powder Spring Gap, Tenn.		1879	George Patton.	Non-sect.	1	0	50	30	20	50	10	0	0	0	4	0		
Giles College.	Pubask, Tenn.	0	1854	W. T. Mann and W. C. Guthrie.	Non-sect.	3	3	63	63		63	25	0			0	0		

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
McIndoe Falls Academy.....	Barnet, Vt.	1850	1857	George W. Bailey.....	Non-sect.	3	3	180	106	74	89	01	15	17	6	4	...		
Barre Academy.....	Barre, Vt.	1849	1853	A. N. Wheelock, A. M.....	Non-sect.	2	2	92	48	44	23	12	18	0	6	4	...		
Goddard Seminary.....	Barre, Vt.	1863	1870	Henry Priest.....	Univer.	4	6	20	20	20	10	12	...	...	...	...	...
Ballows Falls, Vt.....	Ballows Falls, Vt.	1868	1868	Miss Jane Hapgood.....	P. E.	2	4	25	25	0	23	8	5	...	...	...	...
St. Agnes' Hall.....	Barnet, Vt.	1860	1860	George W. Yates, A. M.....	Non-sect.	1	3	151	80	71	144	7	...	...	...	...	...
Barnet, Vt.....	Barnet, Vt.	1857	1857	Charles N. Bennett, A. B.....	Non-sect.	1	3	35	35	0	17	18	4	11	5	...	...
Burlington, Vt.....	Burlington, Vt.	1869	1869	Henry H. Ross.....	P. E.	3	1	233	123	110	200	30	8	4	2	2	...		
Derby, Vt.....	Derby, Vt.	1853	1854	H. B. Lawrence, A. M.....	Non-sect.	1	4	150	73	77	121	29	6	8	26	...	...
Essex Classical Institute.....	Essex, Vt.	1853	1854	William A. Deering, A. M.....	Non-sect.	2	2	75	30	45	75	7	0	0	0	0	2		
New Hampton Institute.....	Fairfax, Vt.	1845	1845	T. L. Jeffords.....	Univer.	1	3	75	30	45	75	7	0	0	0	0	2		
Orleans Liberal Institute.....	Glover, Vt.	1845	1845	Rev. Josiah Swett, D. D.....	P. E.	2	1	75	30	45	75	7	0	0	0	0	2		
Champlain Hall.....	Highgate, Vt.	0	1877	H. M. McFarland.....	Non-sect.	1	1	98	48	45	86	2	0	0	0	0	0		
Lamotte Central Academy.....	Hyde Park, Vt.	1834	1834	Charles G. Farwell, A. M.....	Baptist.	1	4	102	92	70	80	12	...	...	...	...	...
Black River Academy.....	Ludlow, Vt.	1866	1866	Miss Emma Colburn.....	Non-sect.	1	4	23	10	13	23	...	...	...	...	...	...
Morgan Academy.....	Morgan, Vt.	1866	1866	Miss Emma Colburn.....	Non-sect.	1	4	23	10	13	23	...	...	...	...	...	...
Newbury Seminary and Ladies' Institute.....	Newbury, Vt.	1866	1866	Miss Emma Colburn.....	Non-sect.	1	4	23	10	13	23	...	...	...	...	...	...
Benjamin Academy.....	New Haven, Vt.	1869	1869	C. C. Gove, A. M.....	Non-sect.	2	2	90	50	40	90	24	6	15	2	4	...		
Caledonia County Grammar School.....	Peasham, Vt.	1795	1795	C. A. Bunker, A. M.....	Non-sect.	1	4	100	43	57	63	85	0	12	1	0	0		
Troy Conference Academy.....	Poultney, Vt.	1864	1864	Rev. C. H. Doniton, A. M.....	M. E.	5	6	175	90	85	105	48	22	35	...	4	...		
Villa Harlow Boarding and Select School of the Sisters of Notre Dame.....	St. Albans, Vt.	1870	1870	Sister St. Wilfrid.....	R. C.	...	8	260	...	200	200	...	260	...	...	...	...
St. Johnsbury Academy.....	St. Johnsbury, Vt.	1842	1843	Rev. Homer T. Fuller, Ph. D.....	Non-sect.	5	6	232	115	117	102	130	...	...	...	15	...		

1217	Vermont Academy*	Saxton's River, Vt.	1876	Horace M. Willard, A. M.	Baptist.	4	5	136	76	60	81	36	30	36	4
1218	Green Mountain Perkins Acad- emy.	South Woodstock, Vt.	1848	Irving S. Cook.	Unitar.	3	3	94	51	43	79	15	5	4	
1219	Thetford Academy.	Thetford, Vt.	1819	David Turney, A. M.	Cong.	23	1	110	50	60				4	0
1220	Lebanon and Gray Seminary	Townshend, Vt.	1832	Davis R. Dewey	C. & M.	1	1	115							1
1221	Bell Institute*	Underhill, Vt.	1876	Clarence E. Blake, A. M.	Non-sect	1	1	72	40	32	72	80	10	2	4
1222	Glenwood Classical Seminary	West Brattleboro, Vt.	1861	J. A. Littell	U. P.	1	3	247	136	111	247				3
1223	School of the Bluestone Mission	Abbyville, Va.	1880	R. P. Carson	Non-sect	1	0	40	0	21	16	6	10	2	4
1224	Abington Male Academy*	Abington, Va.	1823	Alexander Q. Holladay	Presb.	2	4	58	0	58	50	14	18		
1225	Stonewall Jackson Institute.	Abingdon, Va.	1868	William H. Greenwell	Presb.	2	2	4	90	90	90	3	0	0	0
1226	Alexandria Academy*	Alexandria, Va.	1859	Giles A. Penick	Non-sect	3	1	60	60	40	25	15			
1227	Belle Haven Institute*	Alexandria, Va.	1860	Miss Virginia Mason	P. E.	3	3	17	17	17	5	10			
1228	Clarens Home School	Near Alexandria, Va. (box 905).	1877	L. M. Blackford, M. A.	P. E.	5	0	88	88	0					8
1229	Episcopal High School of Vir- ginia.	Near Alexandria, Va.	0	John S. Blackburn	P. E.	2	42	42			42	23	12		
1230	Potomac Academy.	Alexandria, Va.	1869	Richard L. Carne, A. M.	R. C.	3	81	81			58	23		1	
1231	St. John's Academy.	Alexandria, Va.	0	Mother M. of the Compa- sion.	R. C.	3	6	85			85				
1232	St. Mary's Academy.	Alexandria, Va.	1869	Maj. Albert G. Smith	Non-sect	7	0	65	0	43	41	22	8	3	11
1233	Mc. Placah Academy	Aylett's, Va.	1871	Miss F. Page Robinson	Baptist.	3	16	16	14	11	14	12	1	4	2
1234	Yeates' Lower Free Schools	Bellville, Va.	0	A. P. Gomer	Non-sect	1	23	13	9	17	5				1
1235	Yeates' Upper Free Schools	Bellville, Va.	1863		Non-sect										
1236	Bethel Classical and Military Academy.	Bethel Academy, Va.	0		Non-sect										
1237	Panopaea Academy	Charlottesville, Va.	1877	Rev. Edgar Woods	P. E.	3	30	30			10	24	5		
1238	Piedmont Female Institute	Charlottesville, Va.	1853	Rev. and Mrs. R. K. Meade.	P. E.	1	8	55	55	50	5	21			
1239	Thynne Institute	Chase City, Va.	1876	Rev. Matthew Clarke, rector	U. P.	1	2	210			210				
1240	Elk Creek Academy	Elk Creek, Va.	1869	Ellis W. C. Ward, A. B.	M. E. So.	1	75	42	33	75	2	3	2	3	1
1241	Gordonsville Female Institute.	Gordonsville, Va.	1878	Wm. E. Vaughan, A. B., M. D.	P. E.	2	6	82	82	82	20	17			0
1242	Herrndon Female Seminary	Herrndon, Va.	1876	Mrs. M. M. Castelman	P. E.	1	2	10	5	10	2	1	1	0	0
1243	Villanova Academy	Lawrenceville, Va.	1878	Andrew J. Shipman, A. B.	Non-sect	1	1	15	8	7	10	5	6	0	0
1244	Locust Dale Academy*	Locust Dale, Va.	1858	P. Major	Non-sect	3	4	60	35	20	10	10	3	4	
1245	Church School.	Norfolk, Va.	1874	Miss Mary E. Rowland	Non-sect	1	4	60	60	60	15	28			
1246	Radman School.	Norfolk, Va.	1804	James H. Dillard	Non-sect	1	30	30							
1247	Webster Scientific and Literary Institute.	Norfolk, Va.	1879	Prof. N. B. Webster, A. M.	Non-sect	3	64	64			64	20	0	6	3
1248		Norfolk, Va.	0		Non-sect										
1249	Richmond Institute	Richmond, Va.	1876	Rev. Charles H. Corey, A. M.	Baptist.	3	1	94	87	7	84	10			
1250	Suffolk Collegiate Institute	Suffolk, Va.	1872	P. J. Kermode, A. M.	Christian	2	2	96	46	50					
1251	Suffolk Female Institute.	Suffolk, Va.	1880	Sally A. Finney	Meth.	1	6	98	98						
1252	Fairfax Hall	Winchester, Va.	1869	Miss Mary E. Hulings	Presb.	1	10	94	13	81	94	28	40		
1253	Prince Edward Academy	Worham, Va.	1875	Rev. Thomas W. Ware, D. D.	Presb.	2	27	27	27	27	24	5	24	0	4
1254	St. Mary's Academy	Charleston, W. Va.	1871	Sister Mary Vincent, direct- ress.	R. C.		3	53							
1255	Academy of the Sisters of St. Joseph.	Clarksburg, W. Va.	1873	Mother M. Lignori, supe- riores.	R. C.		5	90							

* From Report of the Commissioner of Education for 1880.

a Reorganized in 1876.

b Sex not reported.

e The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1266	French Creek Institute	1871	1871	C. E. Ralder	F. W. B.	1	1	28	13	15									
1267	Academic department of Storrs College.	1868	1867	Rev. N. C. Brackett, A. M.		3	4	232	102	140	202	40	1	10	2	2			
1268	Morgantown Female Seminary		1869	Mrs. J. R. Moore	R. C.		4	30	100	30	30	8	10						
1269	Academy of the Visitation	1867	1864	Slater Mary Agnes Myers	R. C.		10	100	100	100	100	10							
1270	St. Joseph's Academy			Slater M. St. John, directress	R. C.		170	170	170	70	70	5	10						
1271	Seguin Collegiate Institute		1868	Mrs. Pauline H. Seguin	Non-sect	1	3	70	70	70	1								
1272	Evansville Seminary		1855	J. Emory Coleman	Fr. Meth	63	3	52	61	52	5	5		(8)					
1273	Merrill Institute	1869	1866	Lida C. V. Martin			3	64	22	42	52	5							
1274	Fox Lake Seminary	1855	1854	Sarah O. Sheppard			6	50	50	0									
1275	College of the Mission House	1868	1860	Rev. H. A. Muehlmeier, D. D.	Ref'm'd	6	0	50	50	0	40			9		8		1	2
1276	Lake Geneva Seminary	1871	1869	Mrs. Julia A. Warner	Non-sect	3	7	103	32	71				10	14	1			
1277	Geneva English Academy		1860	J. B. Slaben		64		125											
1278	Marion, Wia			Julia F. Bliss	Cong		1	32	18	14	11	7							
1279	DuPont Academy		1869	F. W. Denison	Nor-Luth	64		73	73	63	73	10							
1280	Marshall Academy			F. Luker, guardian	R. C.	11	4	250	147	109	250	85	125						
1281	St. Lawrence College	1861	1865	L. Keller	Non-sect	9	4	67	67	45	22	35							
1282	German and English Academy	1871	1861	Rev. John F. Riggs, S. J.	R. C.	5	13	306	23	283	206	45	45						
1283	Marquette College		1864	Slater Mary Bernista, ss.		2													
1284	St. Mary's Convent Day School	1869	1860	St. Mary's Convent															
1285	St. Mary's Institute	1869	1860	Slater M. E. Scaphica, S. S.	R. C.	4	18	121	0	121	112	18	101						
1286	Oconomowoc Seminary	1866	1866	N. D.															
1287	College of the Sacred Heart	1861	1860	Grace P. Jones	P. M.	68	58	57	37	37	150	110	150						
1288	St. Mary's Institute	1871	1869	Rev. William Becker, S. J.	R. C.	10	10	150	150	150	150	110	150						94
1289	The Home School	1877	1877	Slater N. Scaphica	R. C.	610		68	68	68	67	6	7						
1290	Kachow, Wia			Mary S. McMurphy	P. M.														

[illegible]

This Institute is identical with the Georgetown College Institute, reported in 1890, and the figures here given are for that year.

xx not reported.
turn is for the year ending July 1, 1881, at which
time the school was closed.

* From Report of the Commissioner of Education for 1890.

REPORT OF THE COMMISSIONER OF EDUCATION.

Number of students.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1304	Levering Mission School		1881	Rev. J. H. Trenchard	Baptist.	2	1	120	60	60									
1305	Cherokee Female Seminary*	1847	1848	Miss J. E. Gray	Non-sect	0	5	120	0	120	30	0							
1306	Indian University	1881	1880	A. C. Bacon, A. M., president.	Baptist.	1	2	56	28	28	45	11							
1307	The Albuquerque Academy*	1879	1879	Charles S. Howe, D. S.	Non-sect	1	4	81	34	47	81								
1308	St. Nicholas School	1870	1872	Rev. Brother Gabriel of Mary	R. C.	2	0	130	130		45	25	15			5			
1309	Academy of the Visitation		1880	Sister M. Praxedes	R. C.	3	8	115	35	80									
1310	Las Vegas Academy		1877	Walter H. Ashley, A. M., M. D.	Non-sect	3	2	183	105	78									
1311	Las Vegas College		1874	Rev. S. Personé, S. J., president	R. C.	10		225	225		213	12		55	3				
1312	Academy of Our Lady of Light.		1874	Mother Francisca Lamy	R. C.	7	0	300	300										
1313	Christian Brothers' College*		1878	Brother Botolph	R. C.	7	0	132	132	0	130	20	0	50					
1314	Santa Fe Academy		1878	Arthur J. Clough, A. B.	Non-sect	1	2	63	35	28	53	0	2	5	3	0			
1315	Brigham Young College		1878	Miss Ida Jones Cook	Lat. D. S.	1	1	67	38	29	67								
1316	Cacho Valley Seminary		1878	Mrs. C. M. Parks	Presb.	1	2	91	61	30	91	0	0	0	0	0	0		
1317	St. John's School		1873	Miss Ellen M. Thompson	P. E.		1	40	25	15									
1318	Wabash Academy		1875	C. Pierce, F. B. Slayters, and M. Flabbuck.	Presb.	4	126	53	73	122	4	122	3	0	2				
1319	Ogden Academy			A. W. Atkinson	M. E.	1	2	74	38	38									
1320	Sacred Heart Academy		0	Slater Francis	R. C.	0	14	225	75	150	200	0	12	8	20	2	5		
1321	School of the Good Shepherd		1870	Charles G. Davis	P. E.	4	2	140	65	75	140	7	2	1					
1322	Brigham Young Academy		1875	Karl G. Mosser	Lat. D. S.	5	2	371	217	154	40	10	10						
1323	Provo Seminary		1875	George E. Jayne	M. E.	2	1	80	40	40									
1324	Newland Hall		1871	Mary E. Seymour	P. E.	3	3	62	62	10	5	5							
1325	82. Mack's School		1867	Rev. G. D. B. Miller, A. M.	P. E.	3	11	242	208	218	393	27	5	10		3			
1326	82. Mack's Academy		0	Slater Superior	R. C.	0	3	270	80	190	160				80				
1327	Salt Lake Academy		1878	Edward Dequer, A. M.	Cong.	2	2	145	75	70	130	25	0	10	3				

1893	Salt Lake Collegiate Institute	1877	1875	John M. Coyner, PH. D.	2	6	206	98	166	183	13	6	6	4	0	0
1894	Salt Lake Seminary	1877	1870	T. W. Lincoln, A. M., acting.	3	4	146	70	75	108	...	...	...	...	...	...
1895	Salt Lake Seminary	1881	1881	Rev. Theophilus B. Hilton, A. M., president.	M. E.	M. E.	...	...	...	...	...	...	...	...	...	...
1896	University of Utah	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1897	Tooele Seminary	...	1871	Mrs. J. P. Morris	1	1	85	43	42	...	...	...	...	...	...	...
1898	Aldon Academy	0	1879	Rev. E. O. Tade	1	2	38	20	18	38	0	0	0	0	0	0
1899	Colville Indian Industrial Boarding School for Boys	...	1880	Rev. Joseph M. Caruana, a. s.	5	...	40	40	...	38	2	20	2	8	...	...
1894	St. Paul's School	...	1872	Mrs. Lemuel H. Wells	1	8	80	...	80	...	...	...	...	...	...	...
1895	Whitman Seminary	...	1866	...	1	1	60	...	...	...	...	...	...	...	...	...
1896	St. Mary's School	...	1870	Sister Alberta	R. C.	R. C.	4	73	...	...	...	...	...	...	...	...

* From Report of the Commissioner of Education for 1880.

These statistics are from a return for the year 1890.

The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls." The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year begins —	
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Andrews Institute.....					0				\$10-30	\$4,500					20 Jan. 2d Monday.
Trinity Normal School.....	x	x	x	x	0	0	0	0	9	10,000				40	October 1.
Wilcox Female Institute.....	x	x	x	x	x	0	2,000	0	*20-45	6,000					Oct., 1st Monday.
Carrollton Male and Female Academy.....	0	0	x	x	0	0	500	0	23	1,500	\$0	\$0	\$1,200	36	Oct., 1st Monday.
Male High School.....															
Gaylesville High School.....	x		x	x	0	0	0	0	134-314	1,200	0	0	1,700	36	Oct., 1st Monday.
Greene Springs School.....	0	0	0	0	0	0	2,000	26	45	2,000	0	0	3,000	39	Oct., 1st Monday.
Hammer Hall.....		x	x	x	x	x	500	0	30-60	5,000	0	0		36	Oct., 1st Monday.
William and Emma Austin College.....	0	0	x	x	0	0			20-50	5,000	0	0		40	Sept., 1st week.
Talladega College.....			x	x		x	2,000	500	114	75,000	15,000			34	Oct., 1st Tuesday.
Talladega Male High School.....	0		0	0	0	0			50	1,500				40	Sept., 1st Monday.
Mountain Spring High School.....							2,850	345	50	10,000			1,000	20	September 20.
Park High School.....	0	0	0	0	0	0	0	0	40	5,000	0	0		39	September 18.
Arkadelphia Baptist High School*.....					0	0	0	0	40	4,000				40	Sept., 1st Monday.
Austin Institute.....		x		x	0	0	0	0	10-25	1,200	3,600	900	150	40	November 1.
Independent High School.....									20-40	61,500			1,000	40	Jan., 2d Monday.
Evening Shade College.....	0	0	0	0	0	0	0	0	20	6,000	0	0	1,500	20	Sept., 1st Monday.
Lee High School.....	0	0	0	0	0	0	0	0	25	1,500	0	0	400	40	September 12.
Walden Seminary.....															
Seay Female Institute*.....				x		x	0	0	25-50	2,500				40	August.
Centennial Institute.....			x	x	0	0	400	0	20-50	2,000	0	0	1,500	40	Sept., 1st Monday.
St. Catherine's Convent.....				x	0	0			6235	40,000				40	August 1.
St. Mary's Hall.....	0	0	0	x	0	0	300	0	40-50	40,000	0	0	3,000	40	August 2.
Landon Springs College.....	0	0	0	x	0	0	200	0	360	60,000			12,000	40	August 1.
Convent of Mary Immaculate at Greyhound.....	0	0	0	x	0	0	600	10	30, 40, 50	6,000	0	0	1,400	42	August 1.
													1,000	40	August 1.

No.	Name of Institution.	Capital.	Surplus.	Assets.	Liabilities.	Income.	Expenses.	Balance.	Remarks.
27	College of Notre Dame.	400	20	50	20	20	20	20	Sept. 1st Monday.
28	Napa Collegiate Institute.	340	100	250	100	100	100	100	July, last Wed.
29	Convent of Our Lady of the Sacred Heart.	1,300							Aug., 1st Monday.
30	Golden Gate Academy.	200	20	280					May 20.
31	St. Joseph's Academy.								July 26.
32	Snell Seminary for Young Ladies.	1,000	700	60					Aug. 24.
33	Placerville Academy.			50					January 1.
34	Goethe's German School.		5	72					January 1.
35	Howe's High School and Normal Institute.*	260							January 1.
36	Sacramento Select School.	500		11-55					January 1.
37	Sacramento Seminary.	2,000	0	240					Aug. 2.
38	St. Joseph's Academy.	625	15	50-150					Oct. 1.
39	Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies.								Oct. 18.
40	College of Notre Dame of San Francisco.	1,600	150	280					July 15.
41	Irving Institute.	500	50	100					Jan., 1st Monday.
42	Sacred Heart College.	2,000							July 12.
43	University (City) College.			675					July 6.
44	Urban Academy.*			100-200					July.
45	Miss West's School for Girls.	50		80-150					Aug. 1.
46	Madame Zwick's Institute.	700	100	72-144					July 24.
47	Laurel Hall.	300		50-100					Aug., 1st Thurs.
48	St. Matthew's Hall.*	300	50	c500					July.
49	School of the Holy Cross.	220	7	150					July 15.
50	California Normal and Scientific School.	2,000		48-64					Aug.
51	Washington College.	700		60-100					Sept. 1.
52	Colorado Seminary.			50					Sept. 4.
53	Wolfe Hall.	600	30	40-60					Sept., 1st Monday.
54	Trinidad Academy.			25					Sept. 1.
55	Academy of the Holy Family.	200	23	c860					Sept. 15.
56	The Curtis School for Girls.	0	0	60					Sept., 1st Mon.
57	Commercial and Military Institute.	1,608	30	60-100					Sept. 1.
58	Golden Hill Institute and Family Boarding School.*			25,000					Sept. 15.
59	Golden Hill Seminary.*	1,000	100	50-100					Sept. 14.
60	Hillside Seminary.	400	100	18,000					Sept. 1.
61	Morgan School.			712-24					Sept. 1.
62	Beacon Academy.	300	20	18-24					Sept., 1st Monday.
63	Fitch's Home School.	3,000	75	5,000					Sept. 1.
64	Durham Academy.	1,300	100	14,000					Sept., 1st Monday.
65	Glastonbury Academy.	400	50	25-60					Sept. 1.
66	Greenwich Academy.	1,400		36					Sept. 20.

e Excluding house.
f For non-residents; free to residents.
g Estimated.

^c Includes board.
 d Reported as closed in 1880; reopened September, 1881.

* From Report of the Commissioner of Education for 1880.

*** From Report of the
Average charge.**

* From Report of the Committee.
 a Average charge.
 b Grounds and buildings.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
67 Miss Haines's School for Young Ladies and Girls.....	x	x	x	x	x	x	300	.....	\$200	.....	.....	.....	.....	32	September 22.
68 Seminary of Mt. St. Joseph.....	x	x	x	x	x	x	300	25	40	.....	.....	.....	\$2,000	40	Sept., 1st Mon.
69 Rocky Dell Institute.....	x	x	x	x	x	x	400	.....	\$200	.....	.....	.....	8,000	36	September.
70 Mrs. Robert H. Griswold's School.....	x	x	x	x	x	x	1,500	110	40-60	.....	.....	.....	2,250	38	September.
71 Young Ladies Seminary.....	x	x	x	x	x	x	500	.....	50	\$10,000	\$0	\$0	.....	40	August, last Mon.
72 Mystic Valley English and Classical Institute.....	x	x	x	x	x	x	500	.....	60-100	10,000	.....	.....	.....	36	September.
73 New Britain Seminary.....	x	x	x	x	x	x	500	25	70-100	22,000	.....	.....	6,000	36	September 22.
74 The Eldridge School.....	x	x	x	x	x	x	500	.....	30-60	20,000	.....	.....	.....	40	September 22.
75 Miss Nott's English and French Family and Day School.....	x	x	x	x	x	x	.....	.....	40-100	30,000	.....	.....	.....	39	September 20.
76 West End Institute.....	x	x	x	x	x	x	.....	.....	\$125	.....	.....	.....	.....	40	September 6.
77 Warram Academy.....	x	x	x	x	x	x	100	.....	100-150	25,000	0	0	1,000	38	September 19.
78 Our Lady of Perpetual Help.....	x	x	x	x	x	x	100	.....	50-100	5,000	.....	.....	.....	44	September 1.
79 Seabury Institute.....	x	x	x	x	x	x	.....	.....	25	8,000	0	0	468	40	Sept., 2d Mon.
80 Day School for Boys.....	x	x	x	x	x	x	.....	.....	48, 40	.....	.....	.....	800	40	September 20.
81 Select Boarding and Day School.....	x	x	x	x	x	x	.....	.....	134-23	8,000	10,106	516	613	36	August 1.
82 English and Classical School.....	x	x	x	x	x	x	810	.....	6400	80,000	15,000	1,000	618,000	38	Sept., 2d Wed.
83 Stratford Institute for Young Ladies.....	x	x	x	x	x	x	700	100	30-54	.....	.....	.....	.....	40	September.
84 Lewis Academy.....	x	x	x	x	x	x	.....	.....	50	.....	.....	.....	.....	48	.....
85 The Gunnery.....	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
86 St. Margaret's Diocesan School for Girls.....	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
87 Wilton Academy.....	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
88 Wilton Boarding Academy.....	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
124 Cartersville Female Academy*									\$11	\$1,600				40	January.
125 Cartersville High School			x	x	0	0			\$2	800			\$1,100	34	September 1.
126 Erwin Street School*									\$2 16	10,000	\$0		250	40	Aug. last Mon.
127 Wolford Academy	0	0		x	0	0	0	0	30	1,800	9,000	600	900	38	January 2.
128 Female Seminary*						x			20-40	1,100			1,700	40	January.
129 Hearn Mannal Labor School			x	x	0	x			15					36	March 1.
130 Cedar town High School	0	x	x	x	0	x			30	20,000				40	September 15.
131 Cedar town Male and Female Academy.									60	2,000				40	September 15.
132 Pleasant Academy*			x	x	0	x	400		14					32	Jan., 3d Mon.
133 St. Joseph's Academy							0		\$11					40	March 1.
134 St. Joseph's School for Boys							0		\$2	1,500	0	0		36	September 10.
135 Concord Academy	0		0	0	0	0			20-35	51,000			900	40	December 16.
136 Concord Academy			0	0											
137 Conyers Female Seminary*															
138 Conyers Male Academy*															
139 Conyers Male and Female High School	0		0	x	0	0	0	0						40	January 10.
140 Crawford Academy	0	0	x	x	0	0	0	0						40	December 16.
141 Collegiate Institute															
142 Grange Male and Female College			0	0	0	x	200	0	10-30	8,000			2,000	40	Aug. 1st Mon.
143 Crawford High School	0	0	0	0	0	0	0	0	12-35	400	0	0	280	41	Jan. 2d Mon.
144 Deatur High School	0	0	x	x	0	0	0	0	25	8,500	0	0	600	40	September 1.
145 Deatur High School	0	0							15-35	800				32	Jan., 1st Mon.
146 Dirt Town Academy*														40	Nov., last Mon.
147 Farmerville Academy	0	0		x	0	0	0	0					500	40	January 10.
148 Gilbert Male High School	0	0	0	0	0	0	0	0	30	2,000			857	32	January 10.
149 Liberton Female Collegiate Insti- tute*	x	x	x	x	0	0	0		20, 35, 45	2,000	0	0		40	January 10.

[illegible]

* From Report of the Commissioner of Education for 1880.

Average monthly charge.

Value of grounds and buildings.

Value of Grounds and Buildings.
Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).

Average charge:

Charge for a month:

/ Closed June, 1881; figures are for the previous school

g Figures are for the year ending June 30, 1881; school closed July 16, 1881.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—× Indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scolastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.	23	24	25	26	27	28	29	30	31	32	33		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Stonewall School	0	0	0	0	0	0	0	0	0	0	\$16	\$200	500	0	0	40	January 9.
Montville Academy	0	0	0	0	0	0	0	0	0	0	16-20	500	0	0	0	32	February 1.
Newman Seminary	0	0	0	0	0	0	0	0	0	0	25	1,500	0	0	0	40	January 18.
Norcross High School	0	0	×	×	×	×	×	×	×	×	25-40	2,000	0	0	0	36	January 8.
Brinkley Academy	0	0	×	×	0	0	0	0	0	0	250	1,000	0	0	0	36	January 9.
Zion Academy	0	0	0	0	0	0	0	0	0	0	82½	0	0	0	0	36	January 1.
Mercer High School	0	0	0	×	0	0	0	0	0	0	16-40	80,000	0	0	0	40	January 2d Mon.
Perry Male Academy	0	0	0	0	0	0	0	0	0	0	82-3	0	0	0	0	20	January, 1st Mon.
Pine Log Masonic Institute	0	0	0	×	0	0	0	0	0	0	20	500	0	0	0	10	January.
Willie Institute	0	0	×	×	0	0	0	0	0	0	20	800	0	0	0	36	January, 2d Mon.
Powellton Male and Female School.	0	0	0	0	0	0	0	0	0	0	20	300	0	0	0	36	January, 2d Mon.
Quitman Academy	0	0	0	0	0	0	0	0	0	0	63	1,000	0	0	0	40	July 1.
Rabun Gap High School	0	0	0	0	0	0	0	0	0	0	20	1,000	0	0	0	20	January, 2d Mon.
Reynolds Academy	0	0	0	0	0	0	0	0	0	0	18-30	800	0	0	0	40	September 1.
Mt. Vernon Institute	×	×	×	×	0	0	0	0	0	0	10-30	10,000	0	0	0	40	January 18.
Masonic Literary Institute	×	×	×	×	0	0	0	0	0	0	15	800	0	0	0	40	January 8.
Telle Wild Academy	×	×	×	×	0	0	0	0	0	0	40	3,000	0	0	0	40	January, 1st Mon.
Rome Male High School	×	×	×	×	0	0	0	0	0	0	37	400	0	0	0	40	October 1.
Killedge High School	0	×	×	×	0	0	0	0	0	0	8	10,000	0	0	0	26	January.
Beach Institute	0	×	×	×	0	0	0	0	0	0	62	1,200	0	0	0	36	January.
Seabrook Academy	0	×	×	×	0	0	0	0	0	0	25	1,500	0	0	0	40	January.
Excellior Academy	0	×	×	×	0	0	0	0	0	0	18	1,500	0	0	0	40	January.
Sharon Business Institute	0	×	×	×	0	0	0	0	0	0	16-32	1,500	0	0	0	40	August, last Mon.
Oak Grove Male and Female Academy.	×	×	×	×	0	0	0	0	0	0	20-50	2,000	0	0	0	46	January, 3d Mon.
Sharon Male and Female Academy.	×	×	×	×	0	0	0	0	0	0	15	1,000	0	0	0	46	January, 3d Mon.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free band.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Teachers' Institute and Classical Seminary.				x	x	x	125	.....	\$21, 27	\$1, 500	\$0	.....	\$1, 700	39	September 1.
Howe Literary Institute	x	x	x	x	0	x	300	.....	24	22, 000	0	\$0	.....	36	September 1.
Elgin Academy				x	0	x	350	.....	21-36	10, 000	0	.....	.....	36	Sept., 1st Mon.
Friendville Seminary	0	0	0	x	0	x	200	.....	24	200	200	.....	.....	36	September.
Northern Illinois College and Normal School.	0	0	0	x	x	x	450	0	32	.....	.....	.....	.....	40	September 4.
German-English College	0	0	x	x	x	x	400	36	30	163, 000	.....	.....	.....	40	August 29.
Monticello Ladies' Seminary	x	x	x	x	x	x	2, 500	.....	50	30, 000	0	0	2, 000	38	Sept., 2d week.
The Young Ladies' Athenaeum	x	x	x	x	0	x	300	.....	50	45, 000	16, 000	4, 000	2, 100	38	September 8.
St. Francis' Academy	x	x	x	x	0	0	150	40	14	.....	.....	62, 027	2, 344	40	Sept., 1st Mon.
St. Joseph's Seminary	.....	.....	.....	.....	.....	.....	317	.....	36	630, 000	.....	.....	1, 817	45	Sept., 1st Mon.
McDonough Normal, Scientific, and Commercial College.	.....	.....	.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	37	.....
Grand Prairie Seminary, Commercial College, and Conservatory of Music.	.....	x	x	x	x	x	1, 500	.....	24	22, 000	16, 000	1, 000	4, 200	40	Aug., 3d Tues.
Edgar Collegiate Institute.	x	x	x	x	0	x	400	20	20	400	0	0	1, 060	36	Sept., 1st Mon.
German School of North Peoria.	.....	x	x	x	0	0	.....	.....	0	1, 800	.....	.....	400	46	January 1.
Pettengill Seminary	.....	x	x	x	.....	.....	.....	.....	50	.....	.....	.....	.....	41	September 13.
St. Mary's Institute	x	x	x	x	x	x	800	.....	30-60	80, 000	0	0	6, 000	41	Sept., 1st Mon.
Bethle Shurt Institute	x	x	x	x	x	x	100	12	80	.....	.....	.....	.....	40	September.
Lee's Academy	0	0	0	0	0	0	500	40	18-27	7, 000	10, 000	925	1, 286	41	July, 1st Mon.
Vermilion Academy	.....	x	x	x	x	x	500	.....	195	86, 000	.....	.....	10, 283	36	September 30.
Institute of Our Lady of the Sacred Heart.	.....	x	x	x	x	x	600	20	6300	20, 000	.....	.....	.....	44	Sept., 1st Mon.
Todd Seminary for Boys.	.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	September 1.
Mount Carmel Seminary	.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	30	September 20.

223	Spicewood Graded School.....	0	0	0	0	0	12	13	31-27	60,000	0	0	0	25	September.
224	Battle Ground Collegiate Institute.....	0	0	0	0	0	50.0	16	21	6,000	6,000	500	1,300	40	September 6.
225	Friends' Bloomingdale Academy.....	0	0	0	0	0	0	0	194	0	0	0	0	36	Sept. last Tues.
226	Dover Hill Academy.....	0	0	0	0	0	0	0	11	0	0	0	0	33	Oct., 1st Mon.
227	St. Augustine's School.....	0	0	0	0	0	0	0	0	0	0	0	0	40	Sept., 1st Mon.
228	German-English Independent School.*	0	0	0	0	0	300	0	428	12,000	0	0	2,800	44	August 15.
229	The Hadley and Roberts Academy.....	0	0	0	0	0	0	0	0	4,000	0	0	0	28	October 12.
230	Rich Square School ¹	0	0	0	0	0	0	0	0	2,500	0	0	120	32	October 6.
231	Blue River Academy.....	0	0	0	0	0	2,000	0	15	10,000	4,000	0	0	40	September 4.
232	Spiceland Academy.....	0	0	0	0	0	2,000	0	18-24	10,000	0	0	1,600	36	Sept., 1st Mon.
233	Stockwell Institute.....	0	0	0	0	0	100	0	0	10,000	0	0	0	42	Sept., 1st Mon.
234	St. Paul's Academy.....	0	0	0	0	0	400	0	0	10,000	0	0	0	43	Sept., 1st Mon.
235	St. Paul's Grammar School.....	0	0	0	0	0	0	0	0	10,000	0	0	0	42	Sept., 1st Mon.
236	Academic Department of Vincennes University.....	0	0	0	0	0	3,500	0	10-20	20,000	50,000	4,000	400	39	Sept., 1st week.
237	St. Rose's Boarding and Day School.*	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
238	Union High School ¹	0	0	0	0	0	0	0	0	10,000	0	0	0	36	September 14.
239	Ackworth Institute.....	0	0	0	0	0	500	5	21-25	10,000	0	0	15,000	36	September 6.
240	Albion Seminary.....	0	0	0	0	0	230	35	20-30	5,000	10,000	500	1,000	36	September 6.
241	Jones County Academy.....	0	0	0	0	0	0	6	20-25	7,000	0	0	700	43	August.
242	Birmingham Academy and Boarding School.....	0	0	0	0	0	60	0	0	0	0	0	0	36	Sept., 1st Mon.
243	Blairtown Academy.....	0	0	0	0	0	200	25	24	9,000	0	0	1,636	36	Sept., 1st Mon.
244	First German Evangelical School.....	0	0	0	0	0	300	0	0	0	0	0	900	48	August 1.
245	German Evangelical Zion School.....	0	0	0	0	0	0	0	84	0	0	0	750	46	Sept., 2d Mon.
246	The Gordon School.....	0	0	0	0	0	1,000	80	50-100	7,000	0	0	2,800	40	September 13.
247	Coe College.....	0	0	0	0	0	1,000	0	25, 35	781,000	725,000	0	0	36	September 13.
248	St. Joseph's Academy of the Sacred Heart.*	0	0	0	0	0	0	0	0	781,000	725,000	0	0	0	Sept., 1st Mon.
249	Friends' Select School ¹	0	0	0	0	0	0	0	10-25	0	0	0	0	36	Sept., 1st Mon.
250	St. Francis' Academy for Young Ladies.....	0	0	0	0	0	0	0	0	0	0	0	0	40	Sept., 1st Mon.
251	Decorah Institute.....	0	0	0	0	0	575	50	25	20,000	0	0	3,000	39	Sept., 1st Tues.
252	Denmark Academy.....	0	0	0	0	0	0	0	27-30	0	0	0	0	40	Sept., 1st Mon.
253	St. Joseph's Academy.....	0	0	0	0	0	200	20	60	2,500	0	0	1,000	40	Sept., 1st Mon.
254	Young Ladies' School.....	0	0	0	0	0	100	0	14	2,500	0	0	0	32	May and Nov.
255	Danish High School.....	0	0	0	0	0	450	25	64, 74	1,000	0	0	2,600	38	August 31.
256	Epworth Seminary.....	0	0	0	0	0	0	0	0	0	0	0	4,000	36	September 6.
257	Academy of Iowa College.....	0	0	0	0	0	0	0	24	15,000	16,285	1,171	4,000	37	Sept., 1st Wed.
258	Lionel Collegiate Institute.....	0	0	0	0	0	625	100	21	15,000	0	0	4,000	37	September 16.
259	Iowa City Academy.....	0	0	0	0	0	300	27	29	15,000	0	0	4,000	40	August 15.
260	Preparatory and Normal School.....	0	0	0	0	0	100	0	12-24	15,000	0	0	4,000	36	Sept., 1st Mon.
261	Jefferson Academy.....	0	0	0	0	0	200	0	20-30	5,000	0	0	0	40	August 23.
262	Knoxville Academy.....	0	0	0	0	0	170	0	20	5,000	0	0	0	36	Sept., 1st week.
263	Knoxville Normal Academy.*	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st week.

^g In 1878.
^h Charge for tuition a month.

^d Average charge.
^e In 1878.
^f Report of Coe Collegiate Institute for the year 1880;
in 1881 this Institute became Coe College.

^a From Report of the Commissioner of Education for 1880.
^b Includes value of library and furniture.
^c Total receipts for the year.
^e Includes board.

TABLE VI.—Statistics of institutions for secondary instruction for 1891, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Free hand.	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins -
	Mechanical.			Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
333 Friends' Academy.....	0	x	0	0	x	0	144	43	\$19	\$7,000	\$0	\$0	\$870	38	September 5.	
334 Lettsville Academy.....	0	0	x	0	0	x	100	22	27	25,000	800	0	800	38	Sept., 1st Mon.	
335 Riverside Institute.....	x	x	x	x	x	x	500	20	40	20,000	20,000	0	2,000	44	Sept., 1st Mon.	
336 Western Normal and Business Institute.....	x	x	0	0	0	0	100	24	36	0	0	0	4,000	38	September 1.	
337 Manchester Academy.....	0	0	0	0	0	0	100	24	36	0	0	0	4,000	45	Aug., last week.	
338 Howe's Academy and Teachers' Institute.....	0	0	0	0	0	0	100	20	20	2,000	0	0	0	38	September.	
339 Hazel Dell Academy*.....	0	0	0	0	0	0	100	15	15	1,500	7,000	400	200	40	Sept., 2d Tues.	
340 Oakview Seminary.....	0	0	0	0	0	0	100	28	28	1,500	7,000	400	200	38	September 20.	
341 Cedar Valley Seminary.....	0	0	0	0	0	0	100	16	20	1,500	7,000	400	200	40	Sept., 1st Mon.	
342 Ottumwa Seminary.....	0	0	0	0	0	0	100	25	25	25,000	0	0	0	34	Sept., 1st Mon.	
343 German Evangelical Lutheran School.....	0	0	0	0	0	0	100	28	28	12,000	0	0	0	40	September 1.	
344 Tilford Collegiate Academy.....	0	0	0	0	0	0	100	20	20	20,000	0	0	0	38	Sept., 1st Mon.	
345 Washington Academy*.....	0	0	0	0	0	0	100	24	24	12,000	0	0	0	40	September 1.	
346 Alnsworth's Grammar and High School.....	0	0	0	0	0	0	100	20	20	20,000	0	0	0	32	Sept., 1st Mon.	
347 Wilton Academy.....	0	0	0	0	0	0	100	25	25	20,000	0	0	0	38	September 6.	
348 Atchison Institute.....	0	0	0	0	0	0	100	40	40	14,000	0	0	0	40	September 1.	
349 Geneva Academy.....	0	0	0	0	0	0	100	40	40	8,500	600	0	0	38	September 1.	
350 Anchorage Classical and Military Institute.....	0	0	0	0	0	0	100	40	40	600	0	0	0	38	Sept., 1st Mon.	
351 Bellevue Seminary and Kentucky Presbyterian Normal School.....	0	0	0	0	0	0	100	40	40	600	0	0	0	39	September.	
352 Bracken Academy.....	0	0	0	0	0	0	100	40	40	10,000	0	0	0	40	September.	
353 Union College.....	0	0	0	0	0	0	100	40	40	15,000	0	0	0	40	Sept., 1st Mon.	
354 Macedonia Female Academy.....	0	0	0	0	0	0	100	40	40	15,000	0	0	0	40	Sept., 1st Wed.	

[illegible]

A Valve of apparatus.

Total receipts for the year.

Charge for tuition a month.

For non-residents.
In 1879.

NOTES

Buildings and apparatus.

No school for the year ending July, 1881, except the

free term of five months; school reopened September, 1907

1861.
A. Veragochare.

Average charge.

* From Report of Commissioner of Education for 1890.

3 Apparatus and furniture.

Suspended during year 1881.

**Includes board,
Free school money.**

2 Free School money.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
					19	20			21			22	23	24	25	26	27	28	29	30	31	32	33
397 West Liberty Male and Female Seminary.	x	x	x	x					\$18	\$5,000				37	September 1.
398 Winchester Male and Female High School.					0	0	0		30-60	10,000			\$4,500	40	June 1.
399 Collegiate Institute.									a300					38	September 29.
400 Redville Seminary.	x	x	x	x	x	x	500	20	45	8,000				40	October 1.
401 Felicians Female Collegiate Institute.									30-50					40	September 12.
402 Millwood Female Institute.														25	Mar., 1st Mon.
403 La Têche Seminary.		x	x	x	0	0	500	500	30-40		\$0	\$0	\$0	44	September 15.
404 Convent of the Presentation.		x	x	x	0	0	337	0		3,000	0	0	600	42	September 15.
405 St. Hyacinth's Academy.		0	x	x	0	0	200	20						40	September 1.
406 Christian Brothers' College.					0	0	890	200					1,800	43	Sept., 1st Mon.
407 Commercial and Classical Academy for Boys.	0	0	0	0	0	0	30	6	30					44	September 1.
408 Locquet-Leroy Female Collegiate Institute.	x	x	x	x					33-132					40	September 1.
409 St. Isidore Institute.					0	0	1,500		a125					53	October 1.
410 St. Vincent's Academy.				0					00				221	40	September.
411 Select School.	x	0	0											22	September 1st.
412 Southern University.				x	0	0			25	1,500			500	53	March.
413 Beechwood Academy.			x	x	0	0			6-9	3,500	6,000	800	150	39	Aug., last W.ed.
414 Somerset Academy.				x	0	0	400	0	15	6,000	2,000	100		22	Aug., last Mon.
415 Goid's Academy.			x	x	x	x	1,000		18					23	Sept., 1st Mon.
416 East Maine Conference Seminary.	x	x	x	x	x	x			04	2,800	20,800	144	375	24	September.
417 Corinna Union Academy.				x	x	x	500	25	18				240	40	
418 Greenback Seminary and Female College.		x		x	x	x	a500			24,000					

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Annual charge to each student for tuition.		Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.					Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
397 West Liberty Male and Female Seminary.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	September 1.
398 Winchester Male and Female High School.																		June 1.
399 Collegiate Institute.																		September 29.
400 Beauvais Seminary.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1.
401 Feliciana Female Collegiate Institute.																		September 12.
402 Millwood Female Institute.																		Mar., 1st Mon.
403 La Roche Seminary.																		September 15.
404 Convent of the Presentation.																		September 15.
405 St. Hyacinth's Academy.																		September 15.
406 Christian Brothers' College.																		September 1.
407 Commercial and Classical Academy for Boys.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
408 Lacquet-Leroy Female Collegiate Institute.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	September 1.
409 St. Isidore Institute.																		September 1.
410 St. Vincent's Academy.																		October 1.
411 Select School.																		September.
412 Southern University.																		September 1st.
413 Beechwood Academy.																		March.
414 Somerset Academy.																		Aug., last Wed.
415 Gould's Academy.																		Aug., last Mon.
416 East Maine Conference Seminary.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Sept., 1st Mon.
417 Corinna Union Academy.																		September.
418 Wesleyan Institute.																		
419 Wesleyan Seminary and Female College.																		

420	Abbott Family School for Boys, at Mt. Little Blue.	0	0	0	0	0	0	0	2,000	10	a250,300	40,000	2,600	125	900	37 September 10.
421	Forroft Academy	0	0	0	0	0	0	0	200	10	15	1,000	0	0	0	33 September 1.
422	Freedom Academy	x	x	0	0	0	0	0	200	50	12	1,000	0	0	0	21 March 1.
423	Hallowell Classical and Scientific Academy.	0	0	x	x	x	x	x	200	50	21,30	50,000	1,000	0	2,435	39 August 30.
424	Hampden Academy*	0	0	x	x	x	x	0	840	0	10	3,000	600	25	800	20 August 23.
425	Hartland Academy	0	0	0	0	0	0	0	0	0	12	3,000	1,000	60	1,053	30 May.
426	Madre Wesleyan Seminary and Female College.	0	0	x	x	x	x	x	(e)	(e)	(e)	(e)	(e)	(e)	(e)	39 Aug. 3d Mon.
427	Livingston Academy	x	x	x	x	x	x	x	100	40	15	3,000	1,000	40	200	22 Aug. 3d Wed.
428	Mattawamcook Academy	x	x	0	0	0	0	0	0	0	12	1,200	3,000	200	150	33 September.
429	Litchfield Academy*	x	x	x	x	x	x	x	200	0	8-11	3,000	4,500	250	0	22 August.
430	Monmouth Academy	0	0	x	x	x	x	x	0	0	7-10	3,000	3,000	0	0	40 September 1.
431	Lincoln Academy	0	0	x	x	x	x	x	0	0	20-50	7,000	10,000	0	2,000	39 Sept., 1st Mon.
432	Eaton Family and Day School	x	x	x	x	x	x	x	400	50	a350	0	0	0	0	September 7.
433	Boarding and Day School for Young Ladies.	x	x	x	x	x	x	x	0	0	0	0	0	0	0	Sept., 1st Mon.
434	City of Portland School*	0	0	0	0	0	0	0	275	30	80	7,000	10,000	600	2,400	40 Aug. last Mon.
435	Berwick Academy	0	0	0	0	0	0	0	400	0	20	6,500	0	0	1,175	39 Sept. 3d week.
436	Franklin Family School	0	0	0	0	0	0	0	500	0	a300	30,000	0	0	0	33 August 26.
437	Oak Grove Seminary	0	0	x	x	x	x	x	180	30	161-30	30,000	0	0	1,600	44 September 1.
438	F. Knapp's Institute	0	0	x	x	x	x	x	0	240	20	60,000	0	0	0	30 September 20.
439	Mt. St. Agnes Academy	0	0	x	x	x	x	x	0	0	a220	0	0	0	0	36 September 15.
440	Mt. Vernon Institute	0	0	x	x	x	x	x	0	0	60	15,000	0	0	0	40 September.
441	New Education Seminary	0	0	x	x	x	x	x	200	0	120	0	0	0	0	40 September.
442	Newton Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40 September.
443	Oxford School for Boys.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44 September 20.
444	Roland Academy	0	0	x	x	x	x	x	0	0	12	0	0	0	0	September.
445	St. Francis Academy	0	0	x	x	x	x	x	0	0	24-48	0	0	0	0	Sept., 1st Mon.
446	St. Joseph's Academy (Calvert Hall).	x	x	x	x	x	x	x	0	0	0	0	0	0	0	Sept., 1st Mon.
447	School for Boys.	x	x	0	0	0	0	0	0	0	130	0	0	0	0	Sept., 3d Wed.
448	Southern Home School	x	x	x	x	x	x	x	a500	0	25	0	0	0	0	Sept., 1st Mon.
449	Zion School of Baltimore	0	0	0	0	0	0	0	2,000	0	30,000	0	0	0	4,000	Sept., 1st Mon.
450	Mount St. Joseph's College	0	0	0	0	0	0	0	0	150	20-50	30,000	0	0	0	Sept., 1st Mon.
451	Mount St. Joseph's College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
452	Mt. de Sales Academy*	0	0	x	x	x	x	x	0	0	0	18,000	0	0	0	Sept., 1st Wed.
453	Overlea, Home School for Young Gentlemen.	0	0	0	0	0	0	0	1,650	50	15	2,500	0	0	1,200	Sept., 1st Mon.
454	Charlotte Hall School	0	0	0	0	0	0	0	0	0	30	1,000	1,000	200	200	Sept., 1st Mon.
455	Holy Trinity School	0	0	0	0	0	0	0	8,000	0	a300	50,000	0	0	8,000	September 14.
456	College of St. James Grammar School.	x	x	x	x	x	x	x	0	0	30-60	7,300	0	0	0	Sept., 1st Mon.
457	West Nottingham Academy	x	x	x	x	x	x	x	100	0	0	0	0	0	0	Sept., 1st Mon.
458	Elkton Academy	x	x	x	x	x	x	x	500	0	a200	0	0	0	0	Sept., 1st Mon.
459	Patuxco Institute	x	x	x	x	x	x	x	0	0	0	0	0	0	0	Sept., 1st Mon.
460	St. Joseph's Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
461	Academy of the Visitation*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
462	St. John's Literary Institute*	x	x	0	0	0	0	0	2,000	10	15-30	0	0	0	350	Sept., 1st Mon.

* This school has been closed one year and a new building erected.

d In 1879.
See report of this institution. Table VIII.

Includes board.
Opened January, 1881, and closed in June of the same year.

a Includes board.
b Opened January.

Includes board.
Opened January, 1881, and closed in June of the same year.

d In 1879.
See report of this institution. Table VIII.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?	Chemical laboratory.		Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —	
	Mechanical.	Free hand.		Vocal.	Instrumental.		Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.					
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
462 Glenwood Institute	x	x			x	x	2,100	87	\$40	\$23,000					40	September 8.
463 Hagarstown Female Seminary and Musical Institute.	x				x	x	650	25							40	September 15.
464 Mt. St. Clement's Preparatory College, a			x		0	0	400	0	200	10,000			\$4,485	43	September 1.	
465 McDonough School	x	x	x	x	x	x	1,525	75	0	125,000	\$700,000	\$39,000	0	40	August 21 Mon.	
466 The Hannah More Academy *	x	x	x	x	x	x			28	15,000	4,000	240	500	39	Sept. 3d Wed.	
467 St. George's Hall for Boys	x	x	x	x	x	x	400	20	275-300	30,000			6,500	40	September 15.	
468 St. Mary's Female Seminary *	x	x	x	x	0	x	200	20	30	10,000			1,290	38	October 1.	
469 Rockland School for Girls	x	x	x	x	0	x	300	25	40	15,000			64,125	38	September 15.	
470 Pen Lucy School for Boys	x	x	x	0	x	x	88	1	100	4,000	75,000	4,000	2,000	40	September 15.	
471 Pynchard Free School	x	x	x	x	0	x	230	20	60	40,000			0	38	August last Wed.	
472 Family School for Young Ladies.	x	x	x	x	0	x	4,000	100	618	5,000	10,000	672	800	40	September 21.	
473 Powers Institute	0	0	0	0	0	x			12	15,000			222	38	September 1.	
474 Howe School	0	0	0	0	0	0	0		200		1,200	714	0	40	March.	
475 Houghton High School	0	0	0	0	0	x							8,000	35	September 28.	
476 Miss Abby H. Johnson's Home and Day School for Young Ladies.																
477 Institute of Languages									60				1,400	34	October.	
478 Otis Place School *	x	x	x	x		x			200	15,000				36	September 29.	
479 Miss Putnam's English and Classical Family and Day School.	x	x	x	x	x	x	500								Sept., last Thurs.	
480 St. Margaret's School		x	x	x	x		500		50-200					40	Sept., last Wed.	
481 Tukey Academy	0	0	0	0	x	x	100	0	615	100,000	240,000	12,000	750	38	September.	
482 Hitchcock Free High School					x	x	1,652	80	0	10,000	82,667	4,180	0	40	August.	
483 Deerfield Academy and Dickinson High School.	0	0	0	0	x	x	1,000	100	90	20,000	50,000	2,900		38	September 8.	

484	Nichols Academy	x	0	x	x	x	x	x	200	71-134	40,000	10,000	1,420	.....	40	August, last Tues.
485	Partridge Academy	x	x	x	x	x	x	x	325	40	10,000	25,000	1,700	0	38	Sept., 1st Mon.
486	Home School for Young Ladies	.....	.....	.....	.....	.....	.....	.....	200	50	10,000	.....	.....	1,200	38	September 14.
487	Lawrence Academy	.....	.....	.....	.....	.....	.....	.....	780	18	2,500	10,000	656	360	36	September 1.
488	Dean Academy	x	x	x	x	x	x	x	0	30	200,000	100,000	6,000	2,800	39	September 9.
489	Solwick Institute	.....	.....	.....	.....	.....	.....	.....	0	6500	19,000	.....	.....	.....	37	Sept., 2d Wed.
490	Prospect Hill School for Young Ladies	x	x	x	x	x	x	x	0	75	25,000	0	0	12	36	September 15.
491	"The Elms"	.....	.....	.....	.....	.....	.....	.....	500	24,38	4,000	3,000	45	600	40	Sept., 1st Mon.
492	Hanover Academy	x	x	x	x	x	x	x	150	23	2,000	30,000	.....	500	40	September.
493	Derby Academy	0	0	0	0	0	0	0	150	.....	.....	.....	.....	.....	43	Sept., 1st Mon.
494	Leicester Academy	.....	.....	.....	.....	.....	.....	.....	680	.....	.....	.....	.....	400	38	September.
495	St. Patrick's Female Academy	.....	.....	.....	.....	.....	.....	.....	0	24	40,000	12,000	.....	.....	40	September 1.
496	Tabor Academy	0	0	0	0	0	0	0	50	0	3,000	8,000	.....	64,000	38	Sept., 2d Mon.
497	Barstow School	0	0	0	0	0	0	0	0	40	12,000	40,000	2,200	600	40	September 1.
498	Eaton Family School	x	x	x	x	x	x	x	900	8	25,000	.....	.....	.....	42	Sept., 1st Mon.
499	Admiral Sir Isaac Coffin's Lancas- terian School*	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	28	Sept., 2d Tues.
500	Consolidated High and Putnam Schools.	x	x	x	x	x	x	x	500	37	10,000	7,000	850	400	38	August, 4th Tues.
501	South Berkshire Institute	x	x	x	x	x	x	x	300	1000	25,000	18,000	1,250	220	37	September 9.
502	New Salem Academy	0	0	0	0	0	0	0	0	21	6,000	20,000	800	200	39	August, 3d Tues.
503	Northfield Seminary*	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
504	Sawin Academy	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
505	Dummer Academy	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
506	Family and Day School for Young Ladies.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
507	Hillside Home	x	x	x	x	x	x	x	0	50	20,000	113,000	1700	12,800	36	September 21.
508	Watnam New Church School	x	x	x	x	x	x	x	5,300	18-24	150,000	0	0	9,200	38	August, last Wed.
509	Wesleyan Academy	x	x	x	x	x	x	x	0	.....	.....	.....	.....	640	38	Sept., 1st Tues.
510	Glen Seminary	.....	.....	.....	.....	.....	.....	.....	1,000	30	3,000	.....	.....	.....	38	September 13.
511	Highland Military Academy	x	x	x	x	x	x	x	420	6350	50,000	.....	.....	.....	40	Sept., 3d Wed.
512	School of Modern Languages	x	x	x	x	x	x	x	0	1150	14,000	23,000	5,000	2,000	40	September 15.
513	Miss Williams' School*	x	x	x	x	x	x	x	200	22	80,000	0	0	1,800	40	Sept., 1st Mon.
514	Raisin Valley Seminary	x	x	x	x	x	x	x	3,500	40	80,000	0	0	4,000	40	September 5.
515	Detroit College*	0	0	0	0	0	0	0	100	60	35,000	0	0	10,000	40	September 5.
516	Detroit Female Seminary	x	x	x	x	x	x	x	500	16-30	25,000	33,000	263	72,706	44	Sept., 1st Mon.
517	German-American Seminary	x	x	x	x	x	x	x	0	.....	.....	.....	.....	.....	40	September.
518	The Misses Bacon's School for Young Ladies and Children.	x	x	x	x	x	x	x	400	10	35,000	.....	.....	3,000	40	Sept., 1st Mon.
519	St. Joseph's Academy	x	x	x	x	x	x	x	1,300	6900	25,000	.....	.....	7,000	36	September 13.
520	St. Mary's Academy	x	x	x	x	x	x	x	600	12-24	5,000	.....	.....	1,368	36	.....
521	Somerville School	x	x	x	x	x	x	x	0	24	.....	.....	.....	.....	.....	.....
522	Spring Arbor Seminary	0	0	0	0	0	0	0	300	.....	.....	.....	.....	.....	.....	.....
523	St. Croix Valley Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

g Value of building.

h In 1878.

i Average charge.

j From report of State superintendent for 1879.

e To non-residents.

d Free to town residents.

c To non-residents; for residents, \$4.

f Suspended; may be reopened in 1882.

* From Report of the Commissioner of Education for 1880.

a Removed in 1881 to North East, Pa., and name changed

b to St. Mary's College; these statistics are for the year

ending June 30, 1881.

c Includes board.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
524 Bethlehem Academy and Parish School.*	x	x	x	x	x	x	500	.....	\$150	\$20,000	.....	.....	\$2,000	36	Sept., 1st Mon.
525 Shattuck School.....	0	x	x	x	x	x	500	50	\$350	100,000	\$3,000	\$240	33,151	38	September 15.
526 Grove Lake Academy.....	.....	.....	.....	.....	0	0	100	20	180	4,000	.....	.....	4,200	40	.....
527 St. Boniface Academy*.....	.....	x	x	x	x	.....	.....	.....	15	3,000	.....	.....	.....	.....	.....
528 High Forest Methodist Episcopal Seminary.....	0	0	x	x	0	0	60	10	24	2,500	.....	.....	500	39	September 7.
529 St. Mary's School.....	x	x	x	x	0	0	.....	.....	40	5,000	.....	.....	.....	42	September 1.
530 School of the Holy Apostles*.....	0	0	0	0	x	.....	0	.....	25-31	4,200	.....	.....	1,500	40	September 1.
531 Minneapolis Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	30	30,000	400	.....	2,662	38	September 9.
532 St. Olaf's School.....	.....	.....	x	x	.....	.....	1,200	100	19-25	8,000	5,000	450	1,472	40	June 30.
533 Minnesota Academy.....	x	.....	x	x	x	x	.....	.....	25	25,000	.....	.....	.....	32	Sept., 1st Tues.
534 Hango College and Seminary.....	0	0	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 15.
535 Academy of Our Lady of Lourdes.....	.....	.....	.....	.....	0	0	200	.....	21-24	.....	.....	.....	1,800	36	September.
536 Rochester English and Classical School.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
537 St. Joseph's Academy*.....	x	x	x	x	x	x	1,000	50	\$150	9,000	0	0	8,500	40	Sept., 1st Mon.
538 St. Paul Home School.....	x	x	x	x	x	x	1,000	30	30	20,000	.....	.....	1,200	40	September 4.
539 Gustavus Adolphus College.....	0	x	x	x	0	x	478	42	18	20,000	15,000	1,800	4,000	38	September 1.
540 Wesleyan Methodist Seminary.....	.....	.....	x	x	x	x	200	.....	20, 30, 40	2,500	.....	.....	.....	40	September 6.
541 Methodist District High School.....	.....	.....	x	x	x	x	75	10	30-40	5,000	.....	.....	.....	40	September 1.
542 Blue Mountain Academy.....	.....	.....	x	x	0	0	100	.....	20-40	5,000	0	0	1,800	38	Sept., 1st Mon.
543 Johnson's Classical School.....	0	.....	x	x	0	x	.....	.....	30	8,000	.....	.....	1,500	40	Sept., 2d week.
544 Brandon Female College.....	.....	.....	x	x	0	x	100	.....	20-40	.....	.....	.....	.....	40	Sept., 1st Mon.
545 Waverly Institute*.....	x	x	x	x	0	0	300	50	40	10,000	0	0	.....	40	Sept., 2d Mon.
546 Carrollton Female College.....	.....	.....	x	x	0	0	100	.....	20-40	.....	.....	.....	700	40	Sept., 1st Mon.
547 Columbia District High School.....	.....	.....	x	x	0	0	180	.....	20-40	10,000	0	0	.....	40	January 1.
548 Mt. Hermon Female Seminary.....	.....	.....	x	x	0	0	.....	.....	81	.....	.....	.....	750	38	Oct., 1st Mon.

549	Crystal Springs Institute.....	x	x	x	x	x	186	40	6,000			2,200	40	September 20.
550	Cooper Institute.....						3,000	19-38	15,000	0	0		36	September 14.
551	Harperville College.....	0	x	x	x	x	300	43	8,000			3,100	40	September 12.
552	Baptist Female College.....						0	30-50	3,000	0	0	600	40	October 1.
553	Bell Springs Normal Institute.....						0		4,000					
554	India Female Institute.....	0	0	x	x	x	0	20-40	1,500	0	0	1,500	40	Sept., 1st Mon.
555	Kosciusko Male and Female Institute.....						0	22-42	3,000	0	0	1,216	40	Sept., 1st Wed.
556	Kosoneth School.....						260	0	1,000	0	0	700	40	Sept., 1st Mon.
557	McComb City Academy.....						510	30	12,000				40	September 13.
558	East Mississippi Female College.....	x	x	x	x	x	500	12-4						September.
559	Meridian Academy.....													
560	Oakland Male and Female College.....													
561	Okolona Female Institute.....	0	0	x	x	x	30	20-40	9,000	0	0	2,500	40	January 1.
562	Okolona Male Academy.....						0	8-20	3,000	400		500	20	January 1.
563	Pleasant Hill Masonic Male and Female Institute.....						0	30	5,000			2,000	40	Sept., 1st week.
564	Pontotoc Male Academy.....	0	0	0	0	0	2,500	20-40	10,000	40,000	3,800	500	40	Sept., 1st Mon.
565	Chamberlain Hunt Academy.....						0	31-40				1,100	40	Sept., 3d Mon.
566	Stonewall Female College.....						800	20	1,500			1,000	38	Sept., 1st Mon.
567	Sardia Male Institute.....	x	x	x	x	x	600	30-40, 50	8,000				40	January 1.
568	Starkville Female Institute.....	x	x	x	x	x	100	20-100	7,000				40	Sept., 3d Mon.
569	Vaiden Male and Female Institute.....						0	20, 30, 40		0	0	1,500	40	September 1.
570	North Mississippi Female College.....	x	x	x	x	x	0	20-50		0	0		40	September.
571	Walhall Male and Female High School.....	0	0	0	0	0		20-40					40	January.
572	Jefferson College.....						2,000	30	250,000	230,000	22,500	6000	40	September 15.
573	Beth Eden Collegiate Institute.....						600	14	2,000	0	0	600	36	August.
574	Winona Female College.....	0	x	x	x	x	200	30	6,000	0	0	2,100	40	September 12.
575	Watson Seminary.....						388	21	4,000	8,000	800		40	Sept., 1st Tues.
576	Avalon Academy.....						135	25	20,300			1,020	39	September 1.
577	Southwest Baptist College.....	0	0	x	x	x	400	100	20,000	2,000	0	3,000	40	September 13.
578	The Kemper Family School.....						1,000	100	18,000			2,788	40	Sept., 2d Tues.
579	Butler Academy.....	x	x	x	x	x	284	53	4,000	0	0	1,362	40	September 5.
580	Bellevue Collegiate Institute.....	0	0	0	0	0	125	15-25	15,000			2,133	38	September 7.
581	Carleton Institute.....	x	x	x	x	x	1,000	40	3,000	0	0	1,600	40	Sept., 1st Mon.
582	Kirkwood Seminary.....	x	x	x	x	x	300	30	16,000	0	0	2,500	38	September 12.
583	McClure Male Academy.....	0	0	0	0	0	300	20	10,000	0	0	1,832	36	Sept., 1st Mon.
584	McClure Female Academy.....	x	x	x	x	x	175	75	3,500	0	0		36	September 5.
585	Marionville Collegiate Institute.....	x	x	x	x	x	0	20-40	8,000	0	0	1,948	40	Sept., 1st Mon.
586	Montgomery College.....						300							
587	Morrisville Male and Female College.....	0	0	x	x	x								
588	Legate Institute.....						50	32	6,000			1,800	40	Sept., 1st Mon.
589	Oak Ridge High School.....	x	x	x	x	x		40				2,700	39	September 6.
590	Palmyra Seminary.....						2,500	50	1,000	0	0	1,200	40	Sept., 1st Mon.
591	St. Paul's College.....	x	x	x	x	x	5,000	40					37	Sept., 1st Mon.
592	Park College.....						100	0	13,000	0	0		36	September 20.
593	Peirce City Baptist College.....	0	x	x	x	x		18-30					37	Sept., 1st Mon.

From Report of the Commissioner of Education for 1890.

Includes board.

b Charge for tuition a month.

c In 1870.

*From Report of the Commissioner of Education for 1890.

an Inclination board.

Charge for tuition a month.

c In 1870.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	In drawing taught?		In music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Pilot Grove Collegiate Institute*	x	x	x	x	x	x	300	50	\$40	\$3,000			\$3,500	40	September 4.
Van Rensselaer Academy							500	75	40	30,000			5,000	40	September 4.
Academy of the Sacred Heart		x	x	x	x		500		30-40	15,000	\$23,000	\$1,400		40	September 1.
St. Charles College	x	x	x	x	x		650	50	\$150		0		5,000	40	September 1.
Academy of the Sacred Heart	x	x	x	x	x		1,000		45	15,000	0	0	5,000	40	September 1.
Young Ladies' Institute															Sept., 1st Mon.
Barram's German-English Academy.															
Mrs. Cuthbert's Seminary for Young Ladies.*		x	x	x	x	x	1,500	0	150	51,000			15,000	40	Sept., 2d Mon.
Educational Institute	x	x	x				250	30	40-70				8,850	44	Sept., 1st Mon.
Foster's School					0	0	400		50-100				2,500	40	Sept., 1st Mon.
Lutheran High School		x	0	0					40				1,410	40	September 1.
St. Patrick's Academy*															
School of the Good Shepherd*	0	0	x	x	0	0	300	150	38	11,000	0	0		40	Sept., 2d Wed.
Salem Academy					0	0	100						1,250	40	Sept., 1st Mon.
Wesleyan Christian Institute		x	x	x			600	500	194	18,000	4,000	1,400		36	September.
Nebraska Baptist Seminary							2,000		15					39	Sept., 1st Thurs.
Gates College		x	x	x					82-60	\$70,000				30	September 2.
Brownell Hall		x	x	x										40	September 7.
St. Catherine's Academy	0	x	x	x	0	x	108	20	20,25	4,000	0	0	500	42	Sept., 1st Mon.
Lawrence City Academy		x	x	x	0	0	200	200	19-27	10,000	11,000	500	1,200	38	September 1.
Nebraska Conference Seminary					x	x	1,000		18-24	6,000				40	September 20.
Pretoria Academy					0	0	0		18-24					38	August 25.
Atkinson Academy	0	0	0		0	0	0				6,000	240	300	38	September 1.
Canada Village High School	0	0	0		0	0	0		9-12				300	26	October.
Chester Academy													250	24	September.
Colebrook Academy														31	

TABLE VI.—*Statistics of institutions for secondary instruction for 1891, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
661 St. John's Academy	x	x	x	x	0	0	200	0	\$2185	\$640,000	.....	.....	\$14,000	40	September 14.
662 The Home Seminary	0	x	x	0	x	x	0	0	20-42	7,000	.....	\$0	1,145	40	Sept., 1st Mon.
663 German-American School* .....	.....	x	x	x	x	x	50	50	12-33	650	.....	0	1,050	48	September 1.
664 German, English, and French Academy	x	x	x	x	0	0	.....	.....	20-48	16,000	.....	0	.....	44	September 1.
665 Hoboken Academy*	x	x	x	0	x	x	300	.....	60	24,000	.....	.....	14,000	44	September.
666 Young Ladies' Institute	x	x	x	x	x	x	400	.....	30	20,000	.....	.....	.....	20	September 20.
667 Hopewell Seminary	0	0	x	x	x	x	200	20	32-60	10,000	.....	.....	1,000	40	September.
668 Jamesburg Institute	0	x	x	0	x	x	200	25	100	40,000	.....	.....	15,000	40	September 13.
669 Hasbrouck Institute	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
670 St. Peter's College* .....	.....	.....	.....	.....	.....	.....	2,000	.....	\$230	30,000	.....	.....	.....	.....	September 12.
671 Classical and Commercial High School*	x	x	x	x	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	September.
672 Lawrenceville Young Ladies' Seminary* .....	.....	.....	x	x	.....	.....	.....	.....	45	8,000	.....	.....	.....	38	September.
673 St. Elizabeth's Academy* .....	.....	.....	x	x	.....	x	.....	.....	24-30	12,000	.....	.....	4,500	36	September 15.
674 Glenwood Institute	0	x	0	0	x	x	500	25	40	40	.....	.....	40	36	September 1.
675 Mount Pleasant Academy .....	.....	x	0	0	0	0	7,800	.....	100	20,000	.....	0	2,000	37	Sept., 2d Tues.
676 Morris Academy .....	.....	x	0	0	0	0	.....	.....	100	.....	.....	.....	1,150	38	September 8.
677 Morris Classical Institute* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
678 Morristown Seminary .....	.....	.....	.....	.....	x	x	.....	.....	40-72	.....	.....	.....	.....	.....	September 15.
679 Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
680 Beacon Street German-American School .....	.....	x	x	x	0	0	0	.....	12	8,000	.....	.....	8,000	48	April 1.
681 Blum's School	0	x	x	x	0	0	150	32	12	\$150	.....	0	800	41	September 4.
682 First German and English Presbyterian School	x	x	x	.....	0	x	60	10	12	4,000	.....	.....	8,000	48	April 1.

[illegible]

* From Report of the Commissioner of Education for 1880.

Value of grounds and

Value of grounds and buildings.

and From the 93d Regents' Report, 1880.

and From the 93d Regents' Report, 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
724 Washington Avenue Institute for Young Ladies and Misses.*		x	x	x	x	x			\$40. 80					40	September 8.
725 Buffalo Practical School.	x	x	x	x	x	x	716	0	40-120	\$1,200	\$0	\$0	\$1,400	40	Sept., 1st Mon.
726 Heathcote School.	0	0	0	0	0	0	0	0	40	12,000	13,000	780	5,000	40	Sept., 1st Mon.
727 Cannadale Academy.	0	0	0	0	0	0	1,200	20	24	18,000	2,300	150	3,000	39	Sept., 1st Thurs.
728 Canisteo Academy.	x	x	x	x	x	x	475		30-125	17,000	0	0	1,335	39	August 30.
729 Drew Seminary and Female College.	x	x	x	x	x	x	3,000				0	0	0	39	Sept., 1st Wed.
730 Chappaqua Mountain Institute.	x	x	0	x	x	x	350		161-24	4,938			522	42	August 23.
731 Cincinnati Academy.		x	x	x	x	x			615-27		80,000			40	August 30.
732 Parker Union School.*							400	20	250	10,000			3,000	40	September 6.
733 Clifton Springs Seminary.	x	x	x	x	x	0	1,500	50	3,500						
734 Foster School.	x	x	x	x	x	x	224	4	30	5,150			1,200	38	Sept., 2d Thurs.
735 Clinton Grammar School.	x	x	x	x	x	0	0		25				2,500	38	Sept., 1st Tues.
736 Cottage Seminary.	x	x	x	x	x	0	0		3,900	25,000				36	September 21.
737 Dwight's Home School for Young Ladies.		x	x	x	x	0								40	Sept., 3d Thurs.
738 Houghton Seminary.	x	x	x	x	x	x	61,200		25, 28	25,000	61,000	4,880	661,250	29	October 1.
739 Evening Classes of the Poppenhusen Association.	x	x	x	0	0	0	1,250		0	60,000			0	40	September 12.
740 Cornwall Collegiate School for Young Ladies.	0	x	x	x	0	x	500		3,400	25,000	0	0	5,250	40	September 12.
741 Danvers Seminary*.				0	x	x	650	0	21-30	25,000	0	0	2,500	38	September 1.
742 Delaware Academy.	x	x	x	x	x	x	1,610	10	24	31,432			2,140	40	September 1.
743 Dundee Preparatory School.	x	x	0	x	0	x	300		18-30	6,000			2,600	38	September 12.
744 Aurora Academy.		x	x	x	x	x	101-254		16-254	16,000			1,857	39	July 1.
745 Friends' Seminary of Easton.		x	x	x	0	0	100	0	11-27	10,000			1,500	30	Sept., 1st Mon.
746 Friends' Seminary.		0	0	0	x	x	600		15-35	2,500			2,500	39	September.
747 Harkney Seminary.	x	x	x	x	x	x	1,540	11	191-284	24,770	5,000	200	2,505	39	Sept., 1st Mon.

748	Manro Collegiate Institute	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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d From the 93d Regents' Report, 1880.
e Income from other sources than tuition.

b Includes board.
c In 1879.

* From Report of the Commissioner of Education for 1880.
† For non-residents.

For non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for 1891, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.		Number of weeks in scholastic year.	Scholastic year begins—		
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.			Income from productive funds.	Receipts for the last year from tuition fees.
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
793 Nassau Academy*.....															Sept. 1st Mon.
794 Gornly Seminary.....		x	x	x	0	x	50		\$30	\$4,000			\$1,000	36	Sept., 3d Wed.
795 Miss Mackie's Boarding and Day School for Young Ladies and Children.		x	x	x			500		24-48	10,000				40	September 26.
796 New Paltz Academy.....	x	x	x	x	x	x	1,200		60					36	
797 Academy of the Holy Cross.....															September.
798 Miss Balloy's English and French School for Young Ladies.					x	x	665	5	48-60	9,600			1,850	40	Sept. 1st Mon.
799 Miss Chisholm's School for Girls.					0	x	460		75-200					38	September 27.
800 The Collegiate School.....	x	x	x		0				100-200					42	September 27.
801 Duane S. Everson's Collegiate School for Boys.	0	x	0	0	0	x	0	0	75-250					38	Sept. last Mon.
802 English, Classical, and Mathematical School for Boys.									\$175					37	Sept., 3d week.
803 The Fifth Avenue School for Boys.															September 21.
804 French and English Boarding and Day School.*.....															
805 French Protestant Institution.....									100-200						September 29.
806 Friends' Seminary.....				x											
807 Holladay's Private School.....		x	x	x	x	x			40-140	75,000	\$25,000	\$2,400	5,100	38	Sept. last Thurs.
808 Miss Jaudon's Boarding and Day School.		x	0	0	x									40	Sept., 2d Tues.
809 Dr. J. Sachs' Collegiate Institute*.....	x	x	0	0	x	0			100-200					41	September 16.
810 Mrs. Leopold Well's School for Young Ladies.			x	x	x		760	75						40	September.
811 Manhattan Academy.....														40	September.
812 The Misses Marshall's School.....															

[illegible]

*From Report of the Commissioner of Education for 1880.

b Includes board.

b Includes board.

d Income from other sources than tuition.

***From Report of the**

***From Report of the**

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is vocal.	Is musical.		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholarship year begins—
	Mechanical.	Free hand.		Instrumental.				Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
854 Rochester Real-school	x	x	x	0	0	x	x	200	\$15-25	\$1,800				\$1,823	48	May 1.
855 St. Peter's Academy		x	x	x	x	x		300	\$180	12,000					44	September 1.
856 Wyse Seminary						x			\$350						40	September 13.
857 Washington Academy								704	0	22,300		\$140	\$140	1,240	40	Sept., 1st Mon.
858 Sanger's Institute	0	x	x	0	0	0	0	0	40	8,000	\$0	0	0		40	August 25.
859 Sauquoit Academy	x	x	x	x	x	x	x	200	24	5,500				1,500	40	September 15.
860 Holbrook's Military School	x	x	x	x	x	x	x	1,800	\$400	40,000	0	0	0	5,000	38	September 15.
861 Oseling Institute	x	x	x	x	x	x	x	1,000	25-50	35,000	0	0	0		39	September 15.
862 Viroon									\$450	30,000				1,500	42	August 16.
863 Solus Academy						x	x	886	3	5,028			\$121	1,443	40	Sept., 1st Mon.
864 Rogersville Union Seminary								225	25	5,000				460	40	Sept., 1st Mon.
865 South Academy		0	x	x	0	0	0	50	21	9,500	10,650	639			42	August 30.
866 Griffith Institute and Springville Union School	0	0	x	x	x	x	x	247	5							
867 German-American Institute		x	x	x	x	x	x	500	60-120	\$10,000		0	0	4,865	40	Sept., 1st Mon.
868 Wytheville Classical School	0	0	x	x	x	0	0	100	45, 75, 105	\$400				8,360	39	Sept., 21st Mon.
869 Mrs. Bulkeley's School		x	x	x	x	x	x	300	60					420	40	September 14.
870 Mount Hope Ladies' Seminary	0	x	x	0	0	0	0	187	40-73	16,485		0	0	3,200	38	September 23.
871 Troy Academy	x	x	x	0	0	x	x	1,519	68	\$75,000				5,000	40	September 1.
872 Troy Female Seminary	x	x	0	0	0	x	x	860	18	8,800	10,000	700		5,077	40	Sept., 3d Wed.
873 Unadilla Academy			x	x	x	x	x	550	210	23,400					38	September 1.
874 Oakwood Seminary		x		x	x	x	x	300	21	10,000	800	48		1,150	40	September 21.
875 Walworth Academy	x		x	x	x	x	x	190	24	4,000				900	32	Aug., last Tues.
876 Waverly Seminary			x	x	x	x	x	276		9,221				310	40	September 1.
877 Warwick Institute	x	0	x	x	0	x	x	1,000	32	3,500	0	0			40	Sept., 1st Mon.
878 Westchester Seminary	x	x	0	x	x	x	x	450	25	14,000	0	0		1,400	40	September 1.
879 Westchester Seminary	x	x	0	x	x	x	x	2,000	\$400	20,000	0	0		\$5,000	37	September 15.

[illegible]

c Income from other sources than tuition.

d Gronds and buildings.

Value of grounds.

* From Report of the Commissioner of Education for 1890.

Includes board.

From the 98d Regents' Report, 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for 1931, &c.—Continued.*

NOTE.—* indicates an affirmative answer; 0 signifies no or none; ... indicates no answer.

Name.	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
		Mechanical	Free hand.	Vocal.	Instrumental	Chemical laboratory.	Philosophical cabinet and apparatus.	Number of volumes.	Library.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Number of weeks in school year.	Scholarship year begins—
928	Whitavia High School	x	x	x	x	x	x	x	x	\$20-30	\$1,500			\$2,000	40	August 7.
929	Cape Fear Academy					0	x	2,000		20-50	7,000				40	October 1.
930	Rev. Daniel Morrell's English and Classical School	0	0	x	x	x	x	1,500	25	55-100	5,000				40	Oct., 1st week.
931	Western College Institute*	0	0	x	x	x	x	1,500	25	50	15,000	\$0	\$0	8,860	40	Sept., 1st Mon.
932	Whitson Male Academy	x	x	x	x	0	x	100	50	20-40	7,000	0	0		40	August.
933	The Orange High School	x	x	x	x	0	x	500	50	30	10,000			800	40	Sept., 1st Mon.
934	Columbia College	0	0	x	x	0	x	400	40	30-40	10,000			2,500	40	Aug., 2d Thurs.
935	Albany Presbyterian Academy	0	x	x	x	0	0	700	0	15	15,000	300	50	2,200	80	September 1.
936	Grand River Institute*			x	x	x	x	0	0	18-24	10,000	10,000		1,000	39	August 15.
937	Brerly College*	0	0	x	x	x	x	500	0	20-30	5,000	2,250	300		38	August 15.
938	Academy of Central College	x	x	x	x	0	0	500	0	20-30	25,000	0	0	1,000	40	Sept., 1st Wed.
939	Academy of Central College	x	x	x	x	0	0	500	0	20-30	25,000	0	0	1,000	40	September 1.
940	Academy of the Sisters of Notre Dame	x	x	x	x	x	x	4,000	50	45-65	3,000				44	Sept., 1st Mon.
941	Day School	x	x	x	x	x	x	4,000	50	45-65						September 21.
942	St. de Vincent's Academy	x	x	x	x	x	x	400	6	6150					40	Sept., 1st Mon.
943	St. Francis Gymnasium	x	x	x	x	x	x	400	6	30	7,000	0	0	948	36	Oct., 1st Mon.
944	Thermon Academy	x	x	x	x	x	x	150	30	60-100	25,000	0	0	4,300	40	September 14.
945	Cleveland Academy	x	x	x	x	0	x	500	50	20-60	20,000				40	Sept., 1st Mon.
946	St. Joseph's Academy	x	x	x	x	x	x	500	50	20	120,000				42	Sept., 1st Mon.
947	St. Mary's Institute	x	x	x	x	x	x	500	800	20	2,500				40	Sept., 1st Mon.
948	St. Mary's Institute	x	x	x	x	x	x	500	800	22	25,000				39	August 30.
949	St. Mary's Institute	x	x	x	x	x	x	500	800	21	28,000			1,500	30	Sept., 1st Wed.
950	St. Mary's Institute	x	x	x	x	x	x	500	800	21	28,000			14,708	30	September.
951	St. Mary's Institute	x	x	x	x	0	0	50	5	30	10,500			1,000	40	September 6.
952	St. Mary's Institute	x	x	x	x	x	x	50	5	30	10,500			1,000	40	September 6.

[illegible]

d In 1878.
To non-residents.

^b Average charge.
^c Includes board.

From Report of the Commissioner of Education for 1880.

From Report of the Committee on the Value of apparatus.

1022	Hassari's Academy*		x	x	0	x	x	x	x	378	73	30						30	September 1.
1023	Western Pennsylvania Classical and Scientific Institute.		x	x						1,000	400	36-45	30,000			2,500		30	September.
1024	Laird Institute*	0	0		0					250								40	April, 2d week.
1025	Nearsoth Hall						x	x	x	5,000		a295	30,000	0	0	a15,700		40	September 2.
1026	Union Seminary						x	x	x	2,507	126	36	18,000	0	0	1,450		40	August 17.
1027	McElwain Institute						x	x	x	125	125	18,21	7,000	0		1,077		39	August 1.
1028	Oakland Female Institute	0	0				x	x	x	5,000		50	100,000	0	0			40	September 15.
1029	Tremont Seminary	x	x				x	x	x	1,200	80	a280	40,000					40	Sept., 2d Tues.
1030	St. Mary's College						x	0	0			30-50	4,000			800		40	September.
1031	Parkesburg Classical Institute						x	0				100							
1032	Academy of the Protestant Episcopal Church.						x	0											
1033	Agnes Irwin's School											140-170						39	Sept. 3d week.
1034	Aldine Institute	x					x					51-125						40	September 20.
1035	Mrs. Annable's School for Young Ladies.						x					80-150							
1036	Broad Street Academy						x			73,000		60-130	725,000			79,000		40	September 5.
1037	Friends' Girard Avenue School ..	0	x	0	0	0	0	0	0	0	0	40	40,000	0	0	3,000		40	Sept., 2d week.
1038	Friends' Select School for Boys ..	x	x	x	x	x	x	x	x	7,527	423	40-75	3,500,000	694,248		1,500		40	September 12.
1039	Girard College for Orphans*	x	x	x	x	x	x	x	x	0		70-90				0		43	January 1.
1040	Langston Select Academy																	40	September 12.
1041	Lauderbach Academy									2,000		a290	100,000					40	Sept., 1st Mon.
1042	Mr. St. Joseph Academy	x	x	x	x	x	x	x	x	700						10,000		40	Sept., 3d Mon.
1043	Philadelphia Seminary	x	x	0	0	0	0	0	0	0	0	95						40	September 13.
1044	Rittenhouse Academy	x	x	x	x	x	x	x	x			50						40	
1045	Schleich Academy*																		
1046	School for Young Ladies						x	x	x	*1,000		b100						40	September.
1047	Supplies-Institute for Young Ladies.*						x												
1048	Dry House School						x			400		a400						37	September 15.
1049	West Chestnut Street Institute ..	x	x	x	x	x	x	x	x			50-120						40	September.
1050	West Chestnut Street Seminary ..	x	x	x	x	x	0	0	x			50-100				2,600		35	Oct., 1st Mon.
1051	West Green Street Seminary																		
1052	West Walnut Street Seminary for Young Ladies.	x	x	x	x	x	x	x	x	1,000		75-125	240,000					39	Sept., 2d Wed.
1053	William Penn Charter School ..	x	x	0	0	0	0	0				70-100	55,000			10,290		40	September.
1054	Young Ladies' Academy and Senior School for Children.	x	x				x		x			14-44						43	Sept., 1st Mon.
1055	The Bishop Bowman Institute*						x	0		1,200		80,110,170	25,000					40	Sept., 2d Mon.
1056	St. Mary's Academy						x			1,000		150	80,000						
1057	St. Ursula's Academy	x	x				x	x	x	600	25	50	15,000	0	0	2,500		40	Sept., 2d Thurs.
1058	Cottage Seminary for Young Ladies	x	x	x	x	x	x	x	x	600	5	25				1,000		40	October.
1059	Reid Institute	x	x	x	x	x	x	x	x			30-70						38	September.
1060	Ridley Park Seminary*	x	x	x	x	x	x	x	x									42	August 1.
1061	Charlton Collegiate Institute	x	x	x	x	x	x	x	x	100	25	18	8,000					40	September 1.
1062	St. Cecilia's Academy	x	x	x	x	x	x	0	0	600									

estimated value of the residuary estate of Stephen Girard; the income of the estate in 1880 was \$694,248, of which \$350,112 were expended for the college.

Value of building and apparatus.

From collections.

8281 1879

From Report of the Commissioner of Education for 1890.

Includes board.

Average charge.

Receipts for last season.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x Indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholarship year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Classical Department of Missionary Institute.	0	0	0	0	0	x	1,400		\$30	\$3,000			\$1,500	39	Aug., last Thurs.
Sewickley Academy.		x		x	0	x	1,800	30	60	25,000				40	Sept., 1st Mon.
Academy of the Holy Child Jesus.	x	x	x	x	0	0	300		\$200	100,000				40	September 15.
Cheltenham Academy.		x	x	x	0	0	300		100	50,000				38	Sept., 1st Mon.
George's Creek Academy.	x	x	x	x	0	0	1,200	100	37	4,000			3,330	40	Sept., 1st Mon.
Stewartstown English and Classical Institute.			x	x	0	0			30, 40	2,500			800	40	September.
Tongkennan Boarding School.	x	x			x	x	280			25,000				40	August 31.
Birmingham Collegiate Institute.	x	x	0	x	x	x	600		632	16,000			3,000	40	Sept., 1st Mon.
Washington Hall Collegiate Institute.	x	x			x	x	1,595		\$200-275				800	40	September.
Unionville Academy.	0	0	0	0	0	0	0	0	36	5,000	\$0	\$0	550	36	September.
Trinity Hall.	x	x	x	x	x	x	300	300	\$400	75,000				40	Sept., 2d Wed.
Darlington Seminary for Young Ladies.	x	x	x	x	x	x	600	80	40	25,000			3,000	40	September 13.
Homes School for Girls.	x	x		x	0	0	500	100	40-100					40	September.
Laurens, M. B. Mitchell's School for Girls.	x	x		x	0	0			60				2,100	36	September.
Young Ladies' Seminary.	x	x	x	x	x	x			50-100	140,000	70,461	5,409	1,800	40	September.
Watson Boarding School.	x	x	0	0	x	x	3,500	60	150	100,000			25,108	44	May.
Williamport Dickinson Seminary.	x	x	x	x	x	x	2,800	50	83	100,000				40	Aug., 4th Mon.
School of St. John the Evangelist.													500	42	Sept., 2d Wed.
Family and Day School for Girls.				x	x				\$500					35	Sept., last Thurs.
Island High School.	0	0	0	0	0	0	974	08	40	75,000			1,040	40	Sept., 1st Mon.
Female Academy of the Sacred Heart.	x	x	x	x	x	x			200					40	Sept., 1st Wed.
St. Charles' New England Boarding School.	x	x	x	x	x	x	4,500	1,500	150	500,000	150,000	9,000		40	Sept., 1st Wed.

1085	St. Mary's Young Ladies' Seminary.	1,500	30	α206	42	September 1.
1086	Polychrome and Industrial Institute.	500	25	10	0	October 1.
1087	Wallingford Academy.	341	30	2,4	0	April 1.
1088	Brainard Institute.	60			0	October 1.
1089	Clinton College.	500		16-36	0	Sept. 1st Mon.
1090	Benedict Institute.			α1	20,000	
1091	Cooper-Limestone Institute.	60		40	1,600	September 28.
1092	Gowanusville Seminary.	0	0	12-36	700	November 1.
1093	Brewer Normal School.	71		30-40	1,500	September.
1094	Lexington High School.	200	100	16-30	0	September 15.
1095	Penn School.	184	72	15-50	0	Jan., 2d Mon.
1096	Williamston Male Academy.	500	15	α210	1,475	Jan., 1st Mon.
1097	Tobtown Academy.			20-40		August 1.
1098	King's Mountain Military School.			24	1,200	Sept., 1st Mon.
1099	Yorkville Female College.					Aug., 1st Mon.
1100	Masonic Male and Female Academy.					August 1.
1101	Kingsley Seminary.	0		10-20	725	August 1.
1102	Beach Grove College.	200	0	12-40	0	Feb. and Aug.
1103	Sullivan College.	500	100	20-40	3,000	Aug. last Thurs.
1104	Centerville High School.	0	0	22-42	0	Sept., 1st Mon.
1105	Chapel Hill Academy.	20		23	500	Jan., 2d Mon.
1106	Charlotte High School.	1,000		50	300	Aug., 1st Mon.
1107	Charlotte Female Academy.	40		17½	500	Sept., 2d Mon.
1108	Cleveland Masonic Academy.	75	75	25	0	September 1.
1109	Clifton Masonic Academy.	100	100	16-40	1,500	September 1.
1110	Cog Hill Collegiate Institute.	100		50	250	Aug., 1st Mon.
1111	Columbia Normal School.	100		17½	46	August 1.
1112	Tipton Female Seminary.	100				August.
1113	Dickson Seminary.	0	150	30-40	500	September 1.
1114	Hatchie Academy.	0	0	14	200	September 1.
1115	Masonic Institute.	0	0	α1-2	150	Aug. 2d Mon.
1116	Flag Pond Seminary.	200	0	9-18	36	Aug. 3d Mon.
1117	Friendsville Academy.	100		8-15	400	August 30.
1118	Edwards Academy.	0	0	15-50		Sept., 1st Mon.
1119	Henderson Masonic Male and Female Institute.	0	0			
1120	Central Tennessee Conference Seminary.					
1121	West Tennessee Seminary.	150	10	15, 20, 30	3,000	Sept., 1st Mon.
1122	Old Fellows' Male and Female College.	200		α10-25	10,000	Jan., 1st Mon.
1123	Sam Houston Academy.	0	0	30	10,000	Aug., 1st Mon.
1124	Martin Academy.	16		16	2,000	Sept., 1st Mon.
1125	La Grange Female School.			23-36	40	September 1.
1126	Greenwood Seminary.	3,000	20	24-50	15,000	Sept., 1st Mon.

 d Value of apparatus.
 e To non-residents.

 b Average charge.
 c Charge for a month.

 * From Report of the Commissioner of Education for 1880.
 a Includ's board.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charges to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1127 Masonic Academy	0	0	0	x	0	0	0	0	\$18	\$1,200	\$0	\$0	\$500	40	August
1128 Savannah Grove Academy	0	0	x	x	0	0	20	5	15	700	.....	.....	750	40	January
1129 London High School	0	0	x	x	0	0	120	.....	10-30	10,000	.....	.....	.....	40	Aug., 1st Mon.
1130 New Male and Female Institute	0	0	x	x	0	x	40	0	20	1,000	.....	.....	.....	40	August
1131 Waters and Walling College*	0	0	x	x	0	x	0	0	15-40	5,000	0	0	1,500	40	February 1
1132 Martin Male and Female Academy*	0	0	x	x	0	x	100	.....	15-40	1,200	0	0	1,200	40	Sept., 1st Mon.
1133 West Tennessee Seminary	x	x	x	x	0	x	.....	.....	9	1,000	.....	.....	450	36	Sept., 1st Mon.
1134 Miss Higbee's School*	0	0	0	0	0	0	50	.....	40-140	.....	.....	.....	.....	40	September 14
1135 Memphis Institute	0	0	0	0	0	0	.....	.....	50-70	.....	.....	.....	3,150	40	Sept., 1st Mon.
1136 St. Mary's School	x	x	x	x	x	x	500	50	180	25,000	.....	.....	8,100	40	September 14
1137 Fairmount*	x	x	x	x	x	.....	.....	.....	12-30	6,000	0	0	1,500	36	March 15
1138 Morristown Female High School	x	x	x	x	0	0	0	0	20-50	.....	.....	.....	.....	40	September 1
1139 Mt. Pleasant Male and Female Academy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1140 Montgomery Bell Academy .....	.....	x	0	0	x	x	140	140	60	50,000	5,000	3,000	3,000	40	September 7
1141 Alpine Academy .....	.....	.....	x	x	0	0	0	0	10-30	2,000	0	0	1,600	40	Jan., 1st week.
1142 Union Seminary* .....	.....	.....	x	x	x	x	300	.....	25	6,000	.....	.....	0	40	Sept., 1st Mon.
1143 Holston Seminary .....	.....	0	x	x	0	x	200	10	25	10,000	0	0	700	40	August 14
1144 Oak Hill Institute	x	x	x	x	x	x	.....	.....	16-40	6,000	0	0	0	40	Aug., 1st Mon.
1145 Colerwah Academy .....	.....	.....	x	x	0	0	.....	.....	14	1,000	0	0	350	40	September
1146 Bledsoe Institute .....	.....	.....	.....	.....	0	0	0	0	20	2,500	.....	.....	.....	40	September
1147 Paris Male High School	0	0	0	0	0	0	0	0	22	1,500	0	0	1,100	22	July 1
1148 The Mrs. S. H. Welch High School	0	0	x	x	0	0	.....	.....	25	6,000	.....	.....	2,000	40	September 1
1149 Parrottville College	0	0	0	0	0	0	0	0	10-35	5,000	.....	.....	0	40	Sept., 1st Mon.
1150 People's College	0	0	x	x	0	0	0	0	15	15,000	.....	.....	1,530	40	August 7
1151 Charleston Academy*	0	0	x	x	0	0	0	0	10	8,000	0	0	1,300	40	Aug., 1st Mon.
1152 Arlington Academy*	0	0	0	0	0	0	0	0	10	500	0	0	0	40	Aug., 1st Mon.
1153 Clear Spring Academy*	0	0	0	0	0	x	0	0	15	7,000	.....	.....	1,900	40	September 1
1154 Clear Spring Academy*	0	0	0	0	0	x	0	0	15	8,500	.....	.....	.....	23	Sept., 1st Mon.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1200 Mt. Anthony Seminary		x	x	x	0	x	500		\$4900	\$10,000	\$0			40	Sept. 1st Tues.
1201 Bristol Graded School	0	0	0	0	0	0	400	50	18-21					38	September 6.
1202 Vermont Episcopal Institute			x	x	x	x	250-350	60	\$250-350					40	September.
1203 Derby Academy	0	0	x	x	x	x	25	10	15-25	7,000	10,000	\$600	\$1,000	38	Aug. 30.
1204 Essex Classical Institute			x	x	x	x	3,000	18-20	12-21	612,000			1,000	40	Aug. 4th Tues.
1205 New Hampton Institute	x	x	x	x	x	x	100	11	11	3,000	1,000	55		34	August 19.
1206 Orleans Liberal Institute	0	x	x	x	x	x	200	0	20	1,500	0	0	600	40	September.
1207 Champlain Hall	0	0	0	0	0	0	150		20	8,000			175	40	Sept. 1st Mon.
1208 Lamellie Central Academy	x	x	x	x	x	x			1			22	23	33	April 1.
1209 Black River Academy	0	0	0	0	0	0								34	August.
1210 Morgan Academy														10	September.
1211 Newbury Seminary and Ladies Institute															
1212 Beeman Academy		x	x	x	0	x	50	50	18, 21, 24	4, 275	10,000	600	1,000	39	Aug. last Tues.
1213 Caledonia County Grammar School	0	x	0	x	x	x			12-16	8,000	15,000	900	600	40	Sept., 1st Tues.
1214 Troy Conference Academy	x	x	x	x	x	x	1,100	0	20-100	35,000	0		6,000	39	September 1.
1215 Villa Barlow Boarding and Select School of the Sisters of Notre Dame		x	x	x	x	x	500	25	10-20					42	
1216 St. Johnsbury Academy	x	x			x	x	360	20	30	00,000	12,400	800	4,500	40	Aug. last Tues.
1217 Vermont Academy		x	x	x	x	x			24-30	12,000		1,370	720	38	Aug. last Wed.
1218 Green Mountain Perkins Academy									18-22					40	September 1.
1219 Teachers Academy									20-24	10,000	5,000	800	800	40	September 1.
1220 North and Gray Seminary									0	2,000	0	0	1,142	36	September 1.
1221 St. Joseph's Seminary	0	x	0	x	x	0	300	0	0	15	13,000	0	900	38	September 14.
1222 Sacred Heart Seminary	0	x	0	x	x	0	35	0	0	2,000	0	0		36	September.
1223 School of the Sacred Heart Mission	0	0	x	0	0	0			0	2,000	0	0		36	September.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Free hand.	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.			Vocal.	Instrumental.			Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition fees.					
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
1266 Lake Geneva Seminary.....	0	x	x	x	x	x	1,000		823	\$60,000			\$85,450	41	September 14.	
1267 Jonesville English Academy.....							1,300		124-40				\$75	43	September 1.	
1268 Dupont Academy.....							800		18	66,000						
1269 Marshall Academy.....							700		120	60,000	\$18,000	0	0	8,000	40	September 1.
1270 St. Lawrence College.....	0	x	x	x	0	x	600		650	25,000			9,000	44	September 1.	
1271 German and English Academy.....	0	0	x	0	0	x	400		60	235,000	0	0		40	Sept., 1st Mon.	
1272 Marquette College.....	0	0	x	0	x	x			6-48					45	September 1.	
1273 St. Mary's Convent Day School.....			x	x	x	x	1,500		180	4100,000				44	September 15.	
1274 St. Mary's Institute*.....	x	x	x	x	x	x	500	10	650	720,000			65,000	40	September.	
1275 Oconomowoc Seminary.....	x	x	x	x	0	x	2,000	20	50	20,000	0	0		40	Sept., 1st Mon.	
1276 College of the Sacred Heart.....									150					40		
1277 St. Mary's Institute.....	x	x	x	x			2,000	20	100	7,800			4,000	40		
1278 The Home School.....									at 140						Sept., 1st Mon.	
1279 St. Catharine's Female Academy.....	0	x	0	x	0	x	100	39	18-24	5,000	0	0	900	38	Sept., 1st Mon.	
1280 Rochester Seminary.....	0	x	0	x	0	x	4,500		at 150	100,000	0	0		43	Sept., 1st Tues.	
1281 Seminary of St. Francis of Sales*.....			x	x	0	0	2,000	300						40	Sept., 1st Mon.	
1282 University of Our Lady of the Sacred Heart.....	x															
1283 Carroll College.....							1,000									
1284 Dakota College.....	0	0	0	0	0	0										
1285 Academy of the Holy Cross.....	x	x	x	x					12-48	31,000	2,000	150		28	September.	
1286 Academy of the Sacred Heart of Mary*.....										5,000	0			40	Sept., 1st week.	
1287 Academy of the Visitation.....	x	x	x	x	x	x	1,025							40	Sept., 1st Mon.	
1288 Arlington Academy.....									40				2,240	40	Sept., 1st Mon.	
1289 Boys' English and Classical High School.....	0	0	0	0	0				84				2,000	40	Sept., 1st Mon.	
1290 Miss Calkins's Select School*.....		x	x	x												
1291 Collectio Seminary h.....	x	x	x	0	0				40-80	4200	0	0		40	September 12.	

1292	Incarnation Church School	.....	x	x	x	0	180	30-100	.....	.....	.....	.....	40	September 15.
1293	Metropolitan Seminary and Kindergarten.	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	September 15.
1294	Mt. Vernon Seminary	.....	x	x	x	.....	700	35-50	.....	.....	.....	.....	38	September 20.
1295	Osborne Seminary	.....	x	x	x	.....	500	32-73	.....	.....	.....	.....	40	September 5.
1296	Rittenhouse Academy	.....	0	0	0	x	.....	5,700	.....	.....	2,557	.....	41	Sept. 2d Mon.
1297	St. John's Collegiate Institute	.....	x	x	x	.....	.....	20-50	.....	.....	.....	.....	40	Sept. 1st Mon.
1298	Washington Collegiate Institute	.....	x	x	x	.....	.....	40-80	.....	.....	.....	.....	40	Sept. 2d Mon.
1299	Waverley Seminary	.....	x	x	x	0	300	40-80	.....	.....	.....	.....	40	September 20.
1300	West End Seminary	.....	x	x	x	.....	.....	40-80	.....	.....	.....	.....	40	Sept. 2d Mon.
1301	Young Ladies Seminary	.....	x	x	x	.....	.....	50	.....	15,000	.....	.....	42	September 15.
1302	Collegiate Institute for Young Ladies.	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	September 15.
1303	West Washington School for Girls.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1304	Levering Mission School	.....	x	x	x	0	300	0	10,000	.....	.....	.....	40	September 5.
1305	Cherokee Female Seminary	.....	x	x	x	.....	200	18	30,000	.....	.....	.....	36	Sept. 1st Tues.
1306	Indian University	.....	x	x	x	0	60	30	.....	.....	.....	.....	38	September.
1307	The Albuquerque Academy*	.....	0	0	0	0	.....	.....	8,000	.....	.....	.....	40	Nov. 1st Mon.
1308	St. Nicholas School	.....	x	x	x	0	150	.....	12,000	.....	.....	.....	39	Sept. 1st Mon.
1309	Academy of the Visitation	.....	x	x	x	0	.....	.....	10,000	.....	.....	.....	38	September.
1310	Las Vegas Academy	.....	x	x	x	0	1,500	.....	85,000	.....	.....	.....	42	October, last Mon.
1311	Las Vegas College.	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
1312	Academy of Our Lady of Light.	.....	0	0	0	970	80	.....	25,000	.....	.....	.....	40	Nov. 1st Mon.
1313	Christian Brothers' College	.....	x	x	x	0	.....	.....	3,000	.....	.....	.....	40	Sept. 1st Mon.
1314	Santa Fe Academy	.....	0	0	0	20	13	.....	.....	.....	.....	.....	40	Sept. 1st Mon.
1315	Brigham Young College m	.....	0	0	0	.....	.....	.....	96,427	5,000	.....	.....	40	Sept. 1st Mon.
1316	Cache Valley Seminary	.....	0	0	0	.....	.....	.....	.....	.....	.....	.....	40	September 1.
1317	St. John's School	.....	x	x	x	0	.....	.....	5,000	.....	.....	.....	38	September 11.
1318	Wahatch Academy	.....	x	x	x	0	.....	.....	2,250	.....	.....	.....	40	Sept. 1st Mon.
1319	Ordan Academy	.....	x	x	x	0	.....	.....	.....	.....	.....	.....	40	September 1.
1320	Sacred Heart Academy	.....	x	x	x	0	200	.....	10,000	.....	.....	.....	40	Sept., last Mon.
1321	School of the Good Shepherd	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	September 1.
1322	Brigham Young Academy	.....	x	x	x	.....	517	.....	15,000	.....	.....	.....	40	August 29.
1323	Provo Seminary	.....	x	x	x	.....	100	.....	.....	.....	.....	.....	40	September 1.
1324	Rowland Hall o	.....	x	x	x	0	.....	.....	.....	.....	.....	.....	40	August 30.
1325	St. Mark's School p	.....	x	x	x	0	.....	.....	20,000	.....	.....	.....	40	August 30.
1326	St. Mary's Academy	.....	x	x	x	0	700	.....	.....	.....	.....	.....	40	September 1.
1327	Salt Lake Academy	.....	x	x	x	0	800	.....	.....	.....	.....	.....	38	Sept., 1st Mon.
1328	Salt Lake Collegiate Institute	.....	x	x	x	0	180	.....	.....	.....	.....	.....	38	September 5.
1329	Salt Lake Seminary	.....	x	x	x	0	.....	.....	.....	.....	.....	.....	40	September 4.
1330	University of Utah	.....	x	x	x	.....	.....	.....	50,000	.....	.....	.....	.....	.....

* From report of the Commissioner of Education for 1880. A Return is for the year ending July 1, 1881, at which time the school was closed.
a Includes board.
b Value of buildings.
c Average charge.
d Includes value of the convent building.
e Tuition and incidental fees.
f In 1878.
g Income from all sources.
h Value of grounds and buildings.
i The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls."
j The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."
k Appropriated for the year.
l Income from "New West Education Commission."
m These statistics are from a return for the year 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Toole Seminary			x	x	0	0	200	50	\$8	\$1,550				33	September.
Alden Academy	x	x	x	0	0	0	200	50	27	1,200	\$0	\$0	\$350	36	September 15.
Colville Indian Industrial Boarding School for Boys.		0	x	0	0	0			100				2,000	40	September 1.
St. Paul's School			x	x	0	0	500	200	20, 40, 50	10,000				40	Sept., 1st Thurs.
Whitman Seminary	0	0	0	0	0	0	0	0	32-50	\$15,000	1,000			40	Sept., 1st Wed.
St. Mary's School									10-20	\$3,000				40	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1880.

s Grounds and buildings.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.	Marietta High School for Boys and Girls.	Marietta, Ga.
Lowery's Industrial Academy	Huntsville, Ala.	Mayaville Institute	Mayaville, Ga.
La Fayette Male and Female College.	La Fayette, Ala.	Johnston Institute	Monroe, Ga.
Germania Institute	Talladega, Ala.	Monroe Male and Female Academy.	Monroe, Ga.
Ursuline Institute of St. John Baptist.	Tuscaloosa, Ala.	Newnan Male Seminary	Newnan, Ga.
El Dorado High School	El Dorado, Ark.	Norwood Academy	Norwood, Ga.
Napa Ladies' Seminary	Napa City, Cal.	Liberty Academy	Pine Level, Ga.
Miss Field's Home Institute.	Oakland, Cal.	Powder Springs School	Powder Springs, Ga.
Sackett Academy	Oakland, Cal.	Raytown Academy	Raytown, Ga.
Sacramento Home School	Sacramento, Cal.	Rock Mart Academy	Rock Mart, Ga.
Sacramento Institute	Sacramento, Cal.	Rome Military Institute	Rome, Ga.
Young Ladies' Seminary	Sacramento, Cal.	Roswell Academy	Roswell, Ga.
Home Institute	San Francisco, Cal.	Camden County Academy	St. Mary's, Ga.
University Mound College	San Francisco, Cal.	Sandersville High School	Sandersville, Ga.
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.	Senoia High School	Senoia, Ga.
Everest Rectory School	Centerville, Conn.	Smyrna High School	Smyrna, Ga.
Brainard Academy	Haddam, Conn.	C. P. Beman School	Sparta, Ga.
Kent Seminary	Kent, Conn.	Spring Place High School	Spring Place, Ga.
Bulkeley School	New London, Conn.	Stone Mountain Institute	Stone Mountain, Ga.
Hillside School for Boys	Norwalk, Conn.	Sugar Valley Academy	Sugar Valley, Ga.
The Selleck School	Norwalk, Conn.	Excelsior High School	Taylor's Creek, Ga.
Boarding and Day School for Young Ladies.	Norwich, Conn.	Thomson School for Boys and Girls.	Thomson, Ga.
Saybrook Seminary	Saybrook, Conn.	Union Point High School	Union Point, Ga.
Miss Aiken's School	Stamford, Conn.	Whitesburg Seminary	Whitesburg, Ga.
Betta Military Academy	Stamford, Conn.	Wynnton Male and Female Academy.	Wynnton, Ga.
The Maples' Family School for Young Ladies.	Stamford, Conn.	Zebulon High School	Zebulon, Ga.
Stratford Academy	Stratford, Conn.	Ursuline Convent of the Holy Family.	Alton, Ill.
Alworth Hall	Tyler City, Conn.	Notre Dame Academy	Bourbonnais Grove, Ill.
Academy of St. Margaret of Cortona.	Winsted, Conn.	Misses Grant's Seminary	Chicago, Ill.
St. Joseph's Academy	Jacksonville, Fla.	Park Institute	Chicago, Ill.
Ackworth High School	Ackworth, Ga.	Sta. Benedict and Scholastica's Select School.	Chicago, Ill.
Adairsville Academy	Adairsville, Ga.	Collegiate Institute	La Grange, Ind.
Antioch Academy	Antioch, Ga.	St. Mary's Academy	Notre Dame, Ind.
Mulberry Grove Academy	Antioch, Ga.	Academy of the Assumption.	South Bend, Ind.
Means' High School	Atlanta, Ga.	Bradford Academy	Bradford, Iowa.
Oak Grove High School	Bartow County, (17th district), Ga.	Evangelical Lutheran Parish School.	Clayton Centre, Iowa.
Brantley High School	Brantley, Ga.	Des Moines Collegiate Institute.	Des Moines, Iowa.
Hickory Head Academy	Brooks County, Ga.	Eldora Academy	Eldora, Iowa.
Brooks Station Academy	Brooks Station, Ga.	St. Joseph's Institute	Iowa City, Iowa.
Lodge Academy	Bullard's Station, Ga.	Pleasant Plain Academy	Pleasant Plain, Iowa.
Byron Academy	Byron, Ga.	Troy Academy	Troy, Iowa.
Paris Hill Academy	Cameron, Ga.	St. Mary's Female Academy	Leavenworth, Kans.
Franklin Institute	Carnesville, Ga.	St. Ann's Academy	Oaage Mission, Kans.
Carsonville Academy	Carsonville, Ga.	La Rue English and Classical Institute.	Buffalo, Ky.
The Methodist Episcopal School.	Cartersville, Ga.	Columbus College	Columbus, Ky.
Chincapin Grove High School	Chincapin Grove, Ga.	Eminence Male and Female Seminary.	Eminence, Ky.
Bethsaida Seminary	Clayton County, Ga.	Ghent College	Ghent, Ky.
Cochran High School	Cochran, Ga.	Franklin Institute	Lancaster, Ky.
Corinth School	Corinth, Ga.	Lancaster Male Academy	Lancaster, Ky.
Crawfordville Academy	Crawfordville, Ga.	Home School for Girls	Lebanon, Ky.
Culloden High School	Culloden, Ga.	Holyoke Academy	Louisville, Ky.
Culverton Academy	Culverton, Ga.	Graves College	Mayfield, Ky.
Cuthbert Male High School	Cuthbert, Ga.	Mayaville Seminary	Mayaville, Ky.
Howard Normal Institute	Cuthbert, Ga.	Minerva Male and Female College.	Minerva, Ky.
Duluth Academy	Duluth, Ga.	Union Academy	Morganfield, Ky.
Eastman High School	Eastman, Ga.	Henry Male and Female College.	New Castle, Ky.
Jackson Academy	Forayth, Ga.	Jessamine Female Institute	Nicholasville, Ky.
Fort Valley Male Academy	Fort Valley, Ga.	Prof. W. H. Lockhart's School	Paris, Ky.
Gainesville High School	Gainesville, Ga.	Madison Female Institute	Richmond, Ky.
Grantville High School	Grantville, Ga.	Fairview Male and Female Seminary.	Simpsonville, Ky.
Hawkinsville Academy	Hawkinsville, Ga.	Masonic Institute	Somerset, Ky.
Brazevell Academy	High Shoals, Ga.		
Hoganville School	Hoganville, Ga.		
Planters' High School	Hollowville, Ga.		
Farmers' High School	Houston, Ga.		
Kirkwood High School	Kirkwood, Ga.		
La Grange Male High School	La Grange, Ga.		
Neely's Institute	Loceburg, Ga.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Academy of St. Catherine of Sienna.	Springfield, Ky.	Leseman's Institute	College Point, N. Y.
Spencer Institute	Taylorsville, Ky.	Cornwall Heights School	Corwall-on-the-Hudson, N. Y.
Day School for Colored Children.	New Orleans, La.	Coxsackie Academy	Coxsackie, N. Y.
McGrew Institute	New Orleans, La.	Deansville Academy	Deansville, N. Y.
St. Aloysius Academy	New Orleans, La.	Hamilton Female Seminary	Hamilton, N. Y.
St. Augustine's School	New Orleans, La.	School for Young Ladies and Children.	Irvington-on-Hudson, N. Y.
St. Mary's School for Colored Girls.	New Orleans, La.	Union Hall Seminary	Jamaica, L. I., N. Y.
China Academy	China, Me.	Martin Institute	Martinsburg, N. Y.
Fryeburg Academy	Fryeburg, Me.	Trinity School	New Brighton (S. I.), N. Y.
Lee Normal Academy	Lee, Me.	Classical School	New York, N. Y. (54 W. 23d st.)
Pembroke School for Boys	Baltimore, Md.	Mrs. Froehlich's School	New York, N. Y.
School of Letters and Sciences for Boys.	Baltimore, Md.	John MacMullen's School	New York, N. Y.
Stewart Hall Collegiate and Commercial Institute.	Baltimore, Md.	M'lle M. D. Tardivel's Institute for Young Ladies.	New York, N. Y.
Brookeville Academy	Brookeville, Md.	Moeller Institute	New York, N. Y.
Notre Dame of Maryland Collegiate Institute for Young Ladies.	Govanstown, Md.	Mt. Washington Collegiate Institute.	New York, N. Y.
Day and Boarding School for Young Ladies and Children.	Boston, Mass. (West Chester Park).	Murray Hill Institute	New York, N. Y.
Mrs. H. S. Hayes' Home and Day School.	Boston, Mass.	St. Vincent's Free School	New York, N. Y.
Highland Hall	Millbury, Mass.	School for Boys	New York, N. Y. (723 6th ave.)
Friends' Academy	New Bedford, Mass.	Sisterhood of Gray Nuns	Ogdenburg, N. Y.
Miss Salisbury's School for Young Ladies.	Pittsfield, Mass.	Bishop's English and Classical School for Boys.	Poughkeepsie, N. Y.
Willow Park Seminary	Westboro', Mass.	Mrs. Bockée's Seminary for Young Ladies.	Poughkeepsie, N. Y.
Assumption School	St. Paul, Minn.	Brooks Seminary for Young Ladies.	Poughkeepsie, N. Y.
St. Louis School	St. Paul, Minn.	Riverview Academy	Poughkeepsie, N. Y.
Booneville Institute	Booneville, Miss.	Miss Crittenden's English and French Boarding and Day School for Young Ladies.	Rochester, N. Y.
Brookhaven Male Academy	Brookhaven, Miss.	Livingston Park Seminary	Rochester, N. Y.
Corinth Female College	Corinth, Miss.	St. Andrew's Preparatory Seminary.	Rochester, N. Y.
Grenada Female College	Grenada, Miss.	Boarding and Day School for Young Ladies.	Rye, N. Y.
Sardia Institute	Sardia, Miss.	Temple Grove Seminary	Saratoga Springs, N. Y.
Zion Hill High School	Union Church, Miss.	Shushan Classical School	Shushan, N. Y.
Arcadia College and Academy of the Ursuline Sisters.	Arcadia, Mo.	Mt. Pleasant Military Academy.	Sing Sing, N. Y.
Chillicothe Academy	Chillicothe, Mo.	Mountain Institute	Suffern, N. Y.
St. Joseph's Academy	Edina, Mo.	Irving Institute	Tarrytown, N. Y.
Mt. Pleasant College	Huntsville, Mo.	Trinity School	Tivoli, N. Y.
German Institute	St. Louis, Mo.	Hartwell's Family School for Boys.	Unionville, N. Y.
Sedalia Collegiate Institute	Sedalia, Mo.	Utica Female Academy	Utica, N. Y.
St. Mary's School	Virginia City, Nev.	Webster Academy	Webster, N. Y.
Beede's Academic and Normal Institute.	Centre Sandwich, N. H.	White Plains Seminary	White Plains, N. Y.
Stevens High School	Claremont, N. H.	Ravenscroft School	Asheville, N. C.
Hillsborough Bridge Union School and Valley Academy.	Hillsborough Bridge, N. H.	Judson College	Hendersonville, N. C.
Appleton Academy	New Ipswich, N. H.	Lincolnton Male and Female Academies.	Lincolnton, N. C.
Coe's Northwood Academy	Northwood, N. H.	Raleigh High School	Raleigh, N. C.
Dearborn Academy	Seabrook, N. H.	Washington School	Raleigh, N. C.
Kearsarge School of Practice.	Wilnot, N. H.	Buckhorn Academy	Riddickville, N. C.
Trinity Hall	Beverly, N. J.	Friends' Boarding School	Near Barnesville, Ohio.
Boarding and Day School for Young Ladies (Misses Clarkson and Bush).	Elizabeth, N. J.	Hopedale Normal School	Hopedale, Ohio.
Hackensack Academy	Hackensack, N. J.	Morning Sun Academy	Morning Sun, Ohio.
Academy of the Sacred Heart.	Hoboken, N. J.	Northwood Normal and Collegiate Institute.	Northwood, Ohio.
German-American School in the Martha Institute.	Hoboken, N. J.	Salem Academy	South Salem, Ohio.
St. Aloysius Academy	Jersey City, N. J.	Dague's Collegiate Institute	Wadsworth, Ohio.
Mt. Holly Academy	Mt. Holly, N. J.	Grand Ronde Indian Agency Manual Labor Boarding and Day School.	Grand Ronde, Oreg.
Tallman Seminary	Paterson, N. J.	Jefferson Institute	Jefferson, Oreg.
Stevensdale Institute	South Amboy, N. J.	Academy of Mary Immaculate	The Dalles, Oreg.
Miss Sarah B. Mathews's School.	Summit, N. J.	Linden Female Seminary	Doycestown, Pa.
English, French, and Classical Institute.	Albany, N. Y.	Collegiate Institute	German town (Phila.), Pa.
St. Elizabeth's Academy	Allegany, N. Y.	Friends' Graded School	German town (Phila.), Pa.
Young Ladies' Institute	Auburn, N. Y.	Linden Hall Seminary	Lititz, Pa.
Female Institute of the Visitation.	Brooklyn, N. Y.		
Juvenile High School	Brooklyn, N. Y.		
Lockwood's Academy	Brooklyn, N. Y.		
St. Mary's School	Brooklyn, N. Y.		
Chatham Academy	Chatham Village, N. Y.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Greenwood Seminary.....	Millville, Pa.	Oak Grove Academy	Pin Hook Landing, Tenn.
Classical Institute	Philadelphia, Pa. (247 S. 13th st.).	West Tennessee Normal School and Business Institute.	Ripley, Tenn.
Friends' Central School.....	Philadelphia, Pa. (cor. 15th and Race sts.).	Collegiate Institute.....	Shelbyville, Tenn.
Friends' School.....	Philadelphia, Pa. (4th and Green sts.).	Cumberland Institute.....	Near Sparta, Tenn.
Friends' Select School	Philadelphia, Pa. (Germantown ave.).	Eaton Institute.....	Sparta, Tenn.
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa.	Obion College.....	Troy, Tenn.
R. S. Ashbridge's School for Girls.	Philadelphia, Pa.	The Grove Academy	The Grove, Texas.
Rugby Academy.....	Philadelphia, Pa.	St. Joseph's College and Diocesan Seminary.	Victoria, Texas.
St. Sauveur French and English School for Young Ladies.	Philadelphia, Pa.	Bristol Academy	Bristol, Vt.
School for Young Ladies.....	Philadelphia, Pa. (1519 Walnut st.).	Rural Home	Pownal, Vt.
Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.).	Academy of the Visitation ..	Abingdon, Va.
S. W. Janney and Sisters' Select School.	Philadelphia, Pa.	White Rock Female High School.	Near Fork Union, Va.
Airy View Academy.....	Port Royal, Pa.	Ann Smith Academy	Lexington, Va.
Miss Smith's Family and Day School.	West Chester, Pa.	Leache-Wood Seminary	Norfolk, Va.
York County Academy.....	York, Pa.	St. Mary's Female Academy.	Norfolk, Va.
English, French, and German Boarding School.	Providence, R. I.	Academy of the Visitation, Monte Maria.	Richmond, Va.
Curryton Baptist High School	Hamburg, S. C.	Union Academy	Spout Spring, Va.
Reidville Female College	Reidville, S. C.	Hoover's Select High School.	Staunton, Va.
Cairo Institute.....	Cairo, Tenn.	Landon Female School.....	Stevensville, Va.
Buffalo Institute.....	Cave Spring, Tenn.	Wheeling Female Academy..	Mt. de Chantal, W. Va. (near Wheeling).
Charleston Academy	Charleston, Tenn.	Shelton College.....	St. Albans, W. Va.
Chattanooga Female Seminary.	Chattanooga, Tenn.	St. Alphonsus' School.....	Wheeling, W. Va.
Culleoka Institute.....	Culleoka, Tenn.	St. Mary's School	Wheeling, W. Va.
Huntingdon High School.....	Huntingdon, Tenn.	Albion Academy and Normal Institute.	Albion, Wis.
Irving College.....	Irving College, Tenn.	St. John's Female School	Milwaukee, Wis.
South Normal School and Business Institute (academic department).	Jonesboro', Tenn.	The Archer Institute.....	Washington, D. C.
Preparatory department Cumberland University School for Girls.	Lebanon, Tenn.	Emerson Institute.....	Washington, D. C.
Macedonia Male and Female Institute.	Macedonia, Tenn.	English and French Boarding and Day School.	Washington, D. C. (1018 17th street n. w.).
Young Ladies' School (Miss Clara Conway).	Memphis, Tenn.	German and English School ..	Washington, D. C. (505 4th street).
Morristown Male High School	Morristown, Tenn.	Mt. Vernon Institute	Washington, D. C.
Branner Female Institute.....	Moody Creek, Tenn.	Park Seminary	Washington, D. C.
Edgefield Male Academy.....	Nashville, Tenn.	Pinkney Institute.....	Washington, D. C.
Nashville Academy.....	Nashville, Tenn.	St. Cecilia's Academy	Washington, D. C.
Southern Union Normal School.	Newbern, Tenn.	St. Matthew's Academy	Washington, D. C.
		St. Matthew's Institute.....	Washington, D. C.
		School for Young Ladies.....	Washington, D. C. (New York ave.).
		School for Young Ladies and Children.	Washington, D. C. (908 12th street).
		Academy of the Visitation ..	West Washington, D. C.
		Spencer Academy.....	Doaksville, Ind.
		St. Vincent's Academy.....	Ter. (Choctaw Nation).
		Rocky Mountain Seminary ..	Helena, Mont.
			Salt Lake City, Utah.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Centre Hill Academy.....	Centre Hill, Ark.....	Buildings destroyed and school closed.
Pacific College.....	Colusa, Cal.....	Not in existence.
Mills Seminary.....	Mills Seminary, Cal.....	See Table VIII.
Mrs. Posten's Seminary.....	Oakland, Cal.....	Closed.
Leadville Academy.....	Leadville, Colo.....	Suspended.
Maple Grove Academy	Green's Farms, Conn.....	Building sold and school temporarily closed.
Fitch's Home School for Young Ladies and Boys.	Noroton, Conn.....	See Fitch's Home School, Darien.
Oak Hill Seminary.....	West Haven, Conn.....	Closed.
Laurel Classical and Commercial Academy.	Laurel, Del.....	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
St. John Baptist School.....	Milton, Del.....	Removed to Faulkland and name changed to St. John's School.
Clark University.....	Atlanta, Ga.....	See Table IX.
Cedar Creek High School.....	Cedar Creek, Ga.....	Not in existence.
La Hatto's Select School.....	Gainesville, Ga.....	Superseded by the Methodist College.
Jacksonville Academy.....	Jacksonville, Ga.....	Not in existence.
Long Cane Academy.....	Long Cane, Ga.....	Not in existence.
Marietta Military Institute.....	Marietta, Ga.....	Closed.
Nacoochee Male and Female High School.....	Nacoochee, Ga.....	Not in existence.
Rabun Gap High School.....	Rabun Gap, Ga.....	Changed to Rabun Gap Institute.
Smithville High School.....	Smithville, Ga.....	Not in existence.
Wrightsville High School.....	Wrightsville, Ga.....	Closed.
French and English Academy.....	Chicago, Ill. (corner May and Harrison streets).	Removed; not found.
Harvard School.....	Chicago, Ill.....	See Table VII.
Freie Deutsche Schule.....	Danville, Ill.....	Closed.
Freeport Seminary.....	Freeport, Ill.....	Not in existence.
Morgan Park Military Academy.....	Morgan Park, Ill.....	See Table VII.
Spicewood School.....	Boxley, Ind.....	See Spicewood Graded School, Baker's Corner.
Barnett Academy.....	Charlestown, Ind.....	Closed.
Gladewood Seminary and Normal School.....	Denver, Ind.....	Not now in operation.
Hadley's Academy.....	Indianapolis, Ind.....	Succeeded by the Hadley and Roberts Academy.
Friends School.....	Salem, Ind.....	See Blue River Academy.
Coe Collegiate Institute.....	Cedar Rapids, Iowa.....	Changed to Coe College.
Boardman Seminary.....	Durant, Iowa.....	Closed.
McLeod's Select School.....	Humboldt, Iowa.....	Closed.
Irving Institute.....	Irving, Iowa.....	Closed.
High School.....	Manchester, Ky.....	Removed to House's Store.
Morehouse College.....	Bastrop, La.....	Superseded by Bastrop High School (public).
St. Catharine's Hall.....	Augusta, Mo.....	See Table VIII.
Patterson Park Seminary.....	Baltimore, Md.....	Name changed to New Education Seminary.
New Windsor College.....	New Windsor, Md.....	See Table IX.
Newbury Street School.....	Boston, Mass.....	Closed.
Union Park School for Young Ladies.....	Boston, Mass.....	Closed.
English and Classical School.....	Williamstown, Mass.....	Closed.
Convent of the Blessed Sacrament.....	Hokah, Minn.....	See St. Mary's School, apparently under the same control.
Norwood Hall.....	St. Paul, Minn.....	Closed.
Natchez Seminary.....	Natchez, Miss.....	See Table III (normal schools) and Table XI (theological schools).
Louisiana College.....	Louisiana, Mo.....	Name changed to McCune College.
Hope Seminary.....	St. Louis, Mo.....	Closed.
Gay's English and Classical School.....	Concord, N. H.....	Closed.
Milton Classical Institute.....	Milton, N. H.....	Closed.
New Hampton Literary Institution and Commercial College.....	New Hampton, N. H.....	See New Hampton Literary and Biblical Institution.
English and French Boarding and Day School.....	Morristown, N. J.....	This school has united with Miss Longwell's Seminary under the name of Morristown Seminary.
Mrs. Park's Seminary for Young Ladies.....	New Brunswick, N. J.....	Closed; principal gone to the S. S. Seward Institute, Florida, N. Y.
Classical and Bible College.....	Binghamton, N. Y.....	Buildings first occupied by this college and later by Dean Female College have been sold to St. Mary's Catholic Orphanage.
Academic department of Brooklyn Collegiate and Polytechnic Institute.....	Brooklyn, N. Y.....	See full report of Brooklyn Collegiate and Polytechnic Institute, Table IX.
Columbian Institute.....	Brooklyn (209 Clinton ave.), N. Y.....	Removed; not found.
Clinton Liberal Institute.....	Clinton, N. Y.....	Removed to Fort Plain.
East Hamburg Select School.....	East Hamburg, N. Y.....	Closed; building now owned by the town and used for public school.
St. John's School for Boys.....	Manlius, N. Y.....	Reorganized, and name changed to St. John's Military School.
Middleburgh English, French, and Classical Institute.....	Middleburgh, N. Y.....	Closed.
Fort Washington Franco-American College.....	New York, N. Y.....	Name changed to New York Military Academy, and control from Roman Catholic to non-sectarian.
Notre Dame Institute.....	New York, N. Y.....	Transferred to Fort Lee, N. J.
Academy of Our Lady of Angels.....	Peekskill, N. Y.....	Temporarily closed.
Miss Germond's School.....	Peekskill, N. Y.....	Closed.
Graham High School.....	Graham, N. C.....	Changed to Graham Normal College, Table III.
Alum Creek Academy.....	Ashley, Ohio.....	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Miss Nource's Family and Day School.	Cincinnati, Ohio	Sold to Misses Storer and Lupton.
Brooks School for Girls.	Cleveland, Ohio.	Not in existence.
Madison Academy	Mt. Perry, Ohio.	Closed.
Andalusia Hall	Andalusia, Pa.	Closed.
The Hannah More Seminary.	Germantown, Pa.	Closed.
Penn Hall Academy	Penn Hall, Pa.	This academy suspended in 1880, and reopened August, 1881; has since closed again.
Lititz Academy.	Lititz, Pa.	Closed.
New Lebanon Institute.	New Lebanon, Pa.	Name changed to McElwain Institute.
Classical, Mathematical, and English Seminary.	Philadelphia, Pa. (11 S. Sixteenth st.).	Removed; not found.
East Walnut Street Female Seminary.	Philadelphia, Pa.	Former principal is in charge of the Institute for Young Ladies at 2045 Walnut st., which latter school now goes under the name of West Walnut Street Seminary for Young Ladies.
Friends' Select School for Girls.	Philadelphia, Pa.	Closed.
Miss Laird's Seminary for Young Ladies	Philadelphia, Pa.	See West Green Street Seminary.
Rawlins' West Philadelphia Academy.	West Philadelphia, Pa.	Name changed to West Philadelphia Latin School, and school transferred to Table VII.
High School for Colored Pupils.	Charleston, S. C.	Closed.
Clinton High School.	Clinton, S. C.	Succeeded by Clinton College.
Limestone Springs Female High School	Limestone Springs, S. C.	Superseded by the Cooper-Limestone Institute, Gaffney City.
Enon Seminary	Butler, Tenn.	Closed as a secondary school.
Stonewall Male and Female College.	Cross Plains, Tenn.	Not in existence.
Friendsville Institute.	Friendsville, Tenn.	Succeeded by Friendsville Academy.
West Tennessee Preparatory School.	Mason, Tenn.	See West Tennessee Seminary.
Mrs. Dr. Milam's School for Girls	Paris, Tenn.	Closed.
Pulaski High School.	Pulaski, Tenn.	Identical with Giles College; Giles College is the old name of the school which during the first two years of its present management was known as Pulaski High School.
White Seminary.	Sparta, Tenn.	A free school and occasionally a subscription school.
Woolsey's College	Woolsey's College, Tenn.	Suspended.
Corpus Christi Military and Commercial Academy.	Corpus Christi, Tex.	Closed.
Live Oak Seminary	Near Brenham, Tex.	See Live Oak Seminary, Gay Hill, Tex.
Burlington Young Ladies' School.	Burlington, Vt.	Closed.
Jericho Academy.	Jericho Centre, Vt.	No academy here; an occasional term or two is held in the academy building.
Lyndon Literary Institution.	Lyndon Centre, Vt.	School is practically closed.
Montebello Institute	Newberry, Vt.	Closed.
Newton Academy	Shoreham, Vt.	This academy, which is identical with Shoreham Central High School, is suspended, to be reopened September, 1882.
Webster Military Institute.	Norfolk, Va.	Military feature suspended indefinitely and name changed to Webster Scientific and Literary Institute.
Monongalia Academy.	Morgantown, W. Va.	Not in existence.
Elroy Seminary.	Elroy, Wis.	Closed.
Monona Academy	Madison, Wis.	Closed.
Sharon Academy	Sharon, Wis.	Closed.
Big Foot Academy	Walworth, Wis.	Superseded by Walworth (public) High School.
Academy of the Visitation.	Georgetown, D. C.	Name of post office changed to West Washington.
Roselyn Academy	Washington, D. C.	Closed.
Boys' Classical and Mathematical Academy.	Washington, D. C.	Temporarily closed.
San Miguel County Educational and Literary Institute.	Las Vegas, N. Mex.	Not in existence.
Presbyterian Mission School	Payson, Utah.	An elementary school.
Presbyterian Mission School	Springville, Utah.	An elementary school.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.										Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.	Number of years in full course of study.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
1	Oak Mount School*	Napa, Cal.	.....	1873	C. M. Walker	Non-sect..	5	7	11	50	10	3	1	7	4	40	
2	California Military Academy	Oakland, Cal.	0	1865	Rev. David McClure, M. D.	Non-sect..	6	.....	.....	80	12	.....	.....	4	3	40
3	Oakland High School	Oakland, Cal.	0	1869	J. B. McChesney, A. M.	Non-sect..	9	.....	.....	2,295	14	9	0	46	3	43
4	Jarvis Hall	Denver, Colo.	.....	.....	Rev. H. H. Haynes	P. E.	5	.....	.....	600	.....	.....	.....	.....	.....
5	Hartford Public High School	Hartford, Conn.	0	1838	Joseph Hall, A. M.	Non-sect..	16	100	(400)	.....	12	12	4	50	4	40	
6	Collegiate and Commercial Institute*	New Haven, Conn.	.....	1836	William H. Russell, A. M.	Non-sect..	13	.....	.....	6100	.....	.....	.....	.....	.....
7	Hopkins Grammar School	New Haven, Conn.	1864	1860	W. L. Cushing, rector.	Non-sect..	4	75	15	0	11	22	6	2	5	37		
8	Norwich Free Academy	Norwich, Conn.	1854	1856	Rev. William Hutchison, A. M.	Non-sect..	8	50	1	139	0	5	1	25	4	40		
9	Connecticut Literary Institution	Suffield, Conn.	1833	1833	Martin H. Smith, A. M.	Baptist	7	11	.....	115	.....	2	.....	.....	4	39
10	Woodstock Academy	Woodstock, Conn.	1802	1802	William E. Burton	.....	3	9	.....	59	.....	4	.....	5	3	39
11	Academy of Richmond County	Augusta, Ga.	1763	1783	George W. Rains, M. D., LL. D.	Non-sect..	4	40	10	145	.....	3	1	7	6	40	
12	South Georgia Male and Female College.	Dawson, Ga.	1882	1881	M. A. McNulty, A. M., president	Non-sect..	10	72	191	.....	6	.....	.....	.....	8	38
13	Allen Academy and Polytechnic Institute.*	Chicago, Ill. (1832 Michigan avenue and 144 and 146 Twenty-second st.).	.....	1874	Ira Wilder Allen, A. M., LL. D., president.	Non-sect..	15	50	25	48	6	.....	.....	.....	10	40
14	Harvard School	Chicago, Ill. (2101 Indiana avenue).	0	1871	John J. Schoobinger and John C. Grant	Non-sect..	6	.....	.....	84	.....	.....	3	.....	.....	40
15	Higher School for Boys	Chicago, Ill. (312 Chicago avenue).	.....	1876	Ch. N. Fessenden	Non-sect..	5	41	10	11	.....	5	2	.....	.....	40
16	Kinn Academy	Galesburg, Ill.	1837	1838	George Churchill, A. M.	Non-sect..	9	54	61	74	14	12	17	2	3	38		
17	Whipple Academy	Jacksonville, Ill.	.....	1869	H. W. Johnston, A. B.	Non-sect..	61	10	15	0	.....	.....	.....	.....	.....	38
18	Kansas Wesleyan University	McDonots, Ill.	1875	1894	Rev. Sigmond Fritschel, D. D.	Ev. Luth.	4	.....	.....	919	.....	.....	.....	.....	4	40
19	Morgan Park Military Academy	Morgan Park, Ill.	.....	1873	Ed. N. Kirk Talcott	Non-sect..	6	5	2	33	.....	1	0	.....	.....	

1880	1876	O. & P. rector.	Non-sect.	0	12	38
Indianapolis, Ind	1880	Theodore L. Sewall, A. B.	Non-sect.	0	12	38
Roanoke, Ind	1882	Rev. M. De Witt Long, A. M.	Baptist	2	0	3
Burlington, Iowa	1882	E. F. Stearns	Baptist	4	53	38
Albany, N. Y.	1870	J. W. V. Rich	Non-sect.	4	18	36
Hebron, Me.	1884	W. W. Mayo, A. B.	Baptist	4	15	34
Waterville, Me.	1888	J. V. F. Friebach, A. B.	Free Bap	5	17	33
Pittsfield, Me.	1868	J. H. Parsons, A. B.	Free Bap	6	48	40
Waterville, Me.	1829	J. H. Hanson, L. D.	Baptist	4	66	40
Baltimore, Md	1884	W. S. Marston	Friends	15	18	40
Baltimore, Md	1880	James M. Garnett, M. A., L. D.	Non-sect.	8	17	38
Elliot City, Md.	1880	Cooke D. Luckett	Non-sect.	1	10	38
Rockville, Md	1865	C. F. P. Bancroft, Ph. D.	Non-sect.	1	4	42
Andover, Mass	1780	James E. Vose, principal	Non-sect.	8	147	384
Asburyham, Mass	1865	William H. Ladd	Non-sect.	7	27	37
Boston, Mass. (259 Boyl- ston street).	0	John Tellow, A. M.	Non-sect.	20	278	41
Boston, Mass.	1878	John P. Hopkinson	Non-sect.	7	140	40
Boston, Mass. (20 Boyl- ston place).	1868	G. W. C. Noble	Non-sect.	5	78	37
Boston, Mass. (40 Winter street).	1866	Moses Merrill, A. M.	Non-sect.	5	69	40
Boston, Mass. (Bedford street).	0	William F. Bradbury	Non-sect.	14	29	42
Cambridge, Mass	1847	Joshua Kendall	Non-sect.	12	80	40
Cambridge, Mass. (123 In- man street).	1865	William L. Eaton	Non-sect.	2	16	40
Concord, Mass.	1851	Joseph Whitcomb Fairbanks, Ph. D.	Non-sect.	3	10	39
Easthampton, Mass.	1841	Mrs. A. P. Potter	Baptist	9	100	39
Everett, Mass	1874	Nathan Thompson, A. M.	Non-sect.	(d)	2	38
Groton, Mass.	1798	Rev. A. A. Gilbert, A. M.	Non-sect.	4	15	30
Lanesborough, Mass.	1877	Mrs. Mary A. Burnham	Cong.	12	23	36
Northampton, Mass	1867	Frederick N. Knapp	Non-sect.	4	16	4
Plymouth, Mass	1865	Charles D. Seely, A. M.	P. E.	5	51	41
Shelburne Falls, Mass.	1865	Rev. J. T. Coolidge, D. D.	Non-sect.	1	3	38
Southborough, Mass.	1855	Ferdinand Hoffmann	Non-sect.	1	16	52
Stockbridge, Mass.	1881	Mrs. Julia A. Eastman	Non-sect.	14	12	37
Wellesley, Mass	1855	Nathaniel T. Allen	Baptist	4	35	39
West Newton, Mass.	1884	Nathan Leavenworth, A. M.	Non-sect.	6	10	36
Worcester, Mass	1877	Col. J. Sumner Rogers, supt	Non-sect.	20	42	40
Orchard Lake, Mich	1880	Denham Arnold, A. M.	Free Bap	1	75	20
St. Louis, Mo	1830	W. H. Jenkins	P. E.	18	180	38
Centre Stratford, N. H.	1856	Rev. Henry A. Coit, D. D.	Non-sect.	6	202	41
Concord, N. H.	1781	Albert C. Perkins, Ph. D.	Non-sect.	4	23	38
Exeter, N. H.	1881	Albert C. Perkins, Ph. D.	Non-sect.	4	23	38

See Table VI.
/ In 1879.

Assisted by faculty of Illinois College (Table IX).

* From Report of the Commissioner of Education for 1890.
 † Whole number of students.
 ‡ Average attendance for all departments.

REPORT OF THE COMMISSIONER OF EDUCATION.

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of weeks in scholastic year.	
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.		Number of years in full course of study.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
60	Kimball Union Academy	Meriden, N. H.	1813	1815	Marshall R. Gaines, A. M.	Cong.	4	25	5	62		65		6	3	39
61	McCollum Institute	Mt. Vernon, N. H.	1850	1850	Landon Hunt, A. M.	Cong.	4	15	0	23	12				4	36
62	Colby Academy	New London, N. H.	1837	1836	James P. Dixon, A. M.	Baptist.	7	32	2	40	15	0	0	5	4	38
63	Farnum Preparatory School	Beverly, N. J.	1856	1856	J. Fletcher Street, A. M.	P. E.	5	2	118	12	12			2	13	40
64	Burlington College	Burlington, N. J.	1846	1846	Rev. Edward Maxwell Kelly, A. M., rector.	P. E.	7	13	10	23	12	10	2	38	6	39
65	Peddie Institute*	Hightstown, N. J.	1866	1866	Rev. E. J. Avery, A. M., president.	Baptist.	10	30	10	110	10	8	0	2	4	40
66	Stevens High School	Hoboken, N. J.		1870	Rev. Edward Wall, A. M.	Non-sect.	8	9	24	24			11	2	5	36
67	Rutgers College Grammar School	New Brunswick, N. J.		1770	Rev. De Witt Ten Broeck	Ref. Ch.	9									
68	Cazenovia Seminary	Cazenovia, N. Y.	1825	1824	Rev. J. D. Phelps, A. M.	M. E.	10	100	12	120	(6)	12	1	14	3, 4	39
69	Claverack College and Hudson River Institute.*	Claverack, N. Y.	1770?	1779	Rev. Alonzo Fluck, M. D.	Non-sect.	21	490	410	4102	(6)	8	4	4	23, 4	39
70	Fort Edward Collegiate Institute	Fort Edward, N. Y.	1854	1854	Rev. Joseph E. King, M. D., D. D.	Non-sect.	13								3	30
71	Colgate Academy	Hamilton, N. Y.	1823	1822	Rev. Francis W. Towle, M. D.	Baptist.	6	54	10	38	13	20	0	3	3, 4	38
72	Cook Academy	Havana, N. Y.	1872	1873	Albert C. Hill, A. D.	Baptist.	8			106						
73	Ithaca High School	Ithaca, N. Y.	1875	1875	L. O. Barlow		5	4	26	117	(6)	8		7	4	40
74	Private Preparatory School	Ithaca, N. Y.	0	1876	Bela P. MacKoon and L. A. Wait.	Non-sect.	3		(26)		13	(25)				31
75	Knickerbock Academy	Knickerbock, N. Y.	1823	1824	John B. Alexander, A. M.	Reformed	2	3	0	25	0	2		3	4	40
76	Quaker Free Academy	Kingston, N. Y.	1795	1773	Francis J. Cheney, A. M.		6	6	3	86	(6)	0	1	10	3	42
77	Wagner's Preparatory School	Newburgh, N. Y. (Saratoga County, N. Y.)		1859	Henry W. Sigler, M. A.	Non-sect.	3	23	2	20	8	0	0	8	6	38

[illegible]

d Probably includes students reported in Table VIII.
e Whole number of students.

b Not specified.
c For all departments.

* From Report of the Commissioner of Education for 1889.
 † Entered theological seminary and college.

124	Hanover Academy	Taylorsville, Va.	1840	Col. Hilary P. Jones, M. A.	Non-sect.	4	20	5	12	14	10	2	7	4	39
125	Shenandoah Valley Academy	Winchester, Va.	1865	C. L. C. Minor, M. A., U. D.	Non-sect.	5	33	0	24	11	4	1	5	5	40
126	Wayland University	Bever Dam, Wis.	1865	Rev. Nathan E. Wood, M. A.	Baptist	7	12	18	90	...	...	...	5	3	39
127	Berlin High School	Berlin, Wis.	1857	C. M. Gates	...	14	3	4	90	...	...	...	1	4	40
128	Markham Academy	Milwaukee, Wis.	0	Albert Markham	Non-sect.	4	27	11	40	...	...	...	2	6	40
129	Grammar School of Racine College*	Racine, Wis.	1863	Gerald R. McDowell, A. M., head master.	P. E.	9	68	41	...	10	...	...	...	6	38
130	Racine Academy*	Racine, Wis.	0	John G. McMynn, A. M.	Non-sect.	5	15	8	65	10	3	0	9	(a)	40

^b Enrolment in all classes for the winter term.

^a Not specified.

* From Report of the Commissioner of Education for 1890.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881, &c.—Continued

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Library.		Has the school a gymnasium?	Has the school a philosophical cabinet and apparatus?	Has the school a chemical laboratory?	23	24	Property, income, &c.		27	28
	Number of volumes.	Increase in the last school year.						Amount of productive funds.	Income from productive funds.		
1	20	21	19	18	17	22	24	25	26	27	28
Oak Mount School*	250	50	x	x	x	\$70	\$7,000	.....	.....	\$3,500	August 1 July, 3d Mon. July.
California Military Academy	1,500	0	x	x	x	300	80,000	.....	.....	800	.....
Oakland High School	400	0	.....	.....	.....	.....	30,000	\$0	.....	.....	.....
Jarvis Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hartford Public High School	200	200	.....	.....	.....	.....	630,000	0	.....	6,000	May 15, September.
Collegiate and Commercial Institute.*	2,000	.....	x	.....	.....	68	.....	.....	.....	.....	.....
Hopkins Grammar School	.....	.....	.....	.....	.....	65	.....	1,000	150	6,067	September.
Norwich Free Academy	10,000	400	x	x	x	45	75,000	150,000	7,500	3,400	Sept. 2d Wed.
Connecticut Literary Institution	1,500	100	x	x	x	86	100,000	80,000	.....	.....	September.
Woodstock Academy	500	30	x	x	x	20-30	30,000	12,000	400	850	September.
Academy of Richmond County	0	0	0	x	x	17	40,000	50,000	4,000	1,100	October 1.
South Georgia Male and Female College	301	301	0	0	0	30	15,000	0	0	.....	September 5
Allen Academy and Polytechnic Institute*	2,350	50	.....	x	x	60-100	.....	.....	.....	.....	Sept. 1st Mon.
Harvard School	0	0	.....	x	x	80-150	16,500	.....	.....	10,000	September 15.
Higher School for Boys	500	.....	.....	x	x	4125	.....	.....	.....	.....	September 7.
Knox Academy	(9)	50	x	(9)	(9)	25	(9)	(9)	(9)	2,319	Sept. 1st Thurs.
Whipple Academy	(9)	.....	.....	(9)	(9)	18	(9)	(9)	(9)	.....	Sept. 2d Thurs.
Evangelical-Lutherisches Collegium	200	.....	.....	.....	.....	.....	2,000	.....	.....	.....	June 28.
Morgan Park Military Academy	410	10	.....	0	0	.....	80,000	0	0	.....	Sept., 2d Tues.
St. Francis Balamore College*	1,500	.....	.....	.....	.....	80	81,500	.....	7,267	.....	Sept., 2d Wed.
St. Francis Classical School	.....	.....	x	.....	.....	225	.....	.....	.....	.....	.....

[illegible]

Value of building.

IN 1879.

Includes rents.

See Table VI.

In connection with Knox College.

Associated with Illinois College (Table IX).

Value of grounds and buildings.

Donation from State.

From Report of the Commissioner of Education for 1880.

From non-residents.

Value of grounds.

Board and tuition.

1 Average charge.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Library.			Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Annual charge to each student for tuition.		Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year beginning —
	Number of volumes.	Increase in the last school year.				92	93		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	20	21	22	23	24	25	26	27	28	29	30	31	32
64 Burlington College	2,000	600	\$50	\$200	\$50,000								September 2.
65 Peddie Institute	1,000		60-150	150	100,000	80	\$0	\$5,000				4,335	September 2.
66 Stevens High School			36-73	\$300	226,000								Sept., 3d Wed.
67 Rutgers College Grammar School	3,000	50	21-33	156	60,000	6,000	360	4,500					September 1.
68 Cazenovia Seminary	1,397	102	50	100-300	61,214			11,123					September 6.
69 Claverack College and Hudson River Institute	400	400	36	164	60,000								September 12.
70 Fort Edward Collegiate Institute	1,497	214	30	130	62,000	55,000	2,180	2,520					Sept., 3d Wed.
71 Colgate Academy	787				165,708	2,000	150	234,614					Sept., 1st Mon.
72 Cook Academy	600	0	30	160	18,000			829					September 1.
73 Ithaca High School	1		\$25	260	2,500	0	0	2,000					September 1.
74 Private Preparatory School	500	10	43	38	45,328	5,000	200	820					Sept., 3d Tues.
75 Kinderhook Academy	750		36	189	80,000								September 20.
76 Kingston Free Academy	450		75	400	500,000	0	0						September 12.
77 Rich's Preparatory School	4,000		100-300	400									Sept., 2d Mon.
78 Chauncey Institute			100-250										September 18.
79 Columbia Grammar School			150										September 12.
80 New York Latin School	0		7215	400	91,000	0	0	10,000					Sept., 2d Mon.
81 Preparatory Scientific School	0							4,300					September 12.
82 University Grammar School	400	25	60	340	80,000	0	0	20,000					September 15.
83 Mohagen Lake School													September 14.
84 Orange Hill School	150		80-140	\$425	40,000			5,000					September 1.
85 Bradford Mapleton School				\$600	25,000			1,000					Sept., 3d Tues.
86 Park Institute	200	30			15,000								
87 Calverton Institute	300	4	26	183	17,600								
88 Union Classical Institute	900			\$600	70,000								
89 St. John's School													

No.	School.	x	0	x	1,200	50-160	121,000	105,000	6,000	5,000	Sept., 24 Thurs. September.
90	De Veaux College	x	0	0	1,200	50-160	121,000	105,000	6,000	5,000	Sept., 24 Thurs. September.
91	Rev. M. R. Hooper's Academy for Boys.	x	0	0	300	100-120	30,000			June 15.	
92	Chickering Classical and Scientific Institute.	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
93	Collegiate School.	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
94	Brooklyn Military Academy	x	0	0	300	100-120	30,000			September 14.	
95	Kenyon Grammar School	x	0	0	300	100-120	30,000			Sept., 24 Mon. August 31.	
96	Miami Classical and Scientific Training School for Boys.	x	0	0	300	100-120	30,000			September 2.	
97	Chambersburg Academy	x	0	0	300	100-120	30,000			September 8.	
98	Germanatown Academy	x	0	0	300	100-120	30,000			Sept., 1st Wed. September.	
99	Wyoming Seminary	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
100	Franklin and Marshall Academy	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
101	University Academy	x	0	0	300	100-120	30,000			September 14.	
102	Lowland Academy	x	0	0	300	100-120	30,000			Sept., 24 Mon. August 31.	
103	Cumtland Valley Institute	x	0	0	300	100-120	30,000			September 2.	
104	Palatinate College	x	0	0	300	100-120	30,000			Sept., 1st Wed. September.	
105	North Wales Academy	x	0	0	300	100-120	30,000			September 14.	
106	Pewsmith Classical School	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
107	North Broad Street Select School for Young Men and Boys.	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
108	Preparatory School for Lehigh University.	x	0	0	300	100-120	30,000			September 14.	
109	West Philadelphia Latin School.	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
110	York Collegiate Institute	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
111	Preparatory School	x	0	0	300	100-120	30,000			September 14.	
112	Greenwich Academy	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
113	English and Classical School	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
114	University Grammar School	x	0	0	300	100-120	30,000			September 14.	
115	Mc Zon Institute	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
116	McKenzie College	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
117	Tullahoma College	x	0	0	300	100-120	30,000			September 14.	
118	Burr and Burton Seminary	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
119	Green Mountain Seminary	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
120	Kenmore University High School	x	0	0	300	100-120	30,000			September 14.	
121	Bellevue High School	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
122	Norwood High School and College	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
123	University School	x	0	0	300	100-120	30,000			September 14.	
124	Hemmer Academy	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
125	Shenandoah Valley Academy	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
126	Wayland University	x	0	0	300	100-120	30,000			September 14.	
127	Berlin High School	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	
128	Markham Academy	x	0	0	300	100-120	30,000			Sept., 24 Wed. September, 1st Mon.	
129	Grammer School of Racine College	x	0	0	300	100-120	30,000			September 14.	
130	Racine Academy	x	0	0	300	100-120	30,000			Sept., 24 Mon. September 15.	

* From Report of the Commissioner of Education for 1890.

a Board and tuition.

b Use that of Stevens Institute of Technology.

c Value of grounds and buildings.

d Total income.

e For any one study; for each additional study, \$10 per term.

f Average charge.

g Value of apparatus.

h Use that of Kenyon College.

i Uses college apparatus.

j Reported with collegiate department (see Table IX.)

k For higher branches; English course free.

l Belonging to principal.

m From non-residents.

n In 1879.

List of preparatory schools from which no information has been received.

Name.	Location.	Name.	Location.
Berkeley Gymnasium	Berkeley, Cal.	Greylock Institute	South Williamstown, Mass.
Santa Barbara College	Santa Barbara, Cal.	Springfield Collegiate Institute	Springfield, Mass.
Yale School	Chicago, Ill. (103 Ashland ave.).	Mr. Kinne's School	Ithaca, N. Y.
Bethlehem Academy	Elizabethtown, Ky.	Anthony Grammar School	New York, N. Y.
Houlton Academy	Houlton, Me.	De La Salle Institute	New York, N. Y.
West Lebanon Academy	West Lebanon, Me.		(48 Second street).
English High School	Boston, Mass.	Easton Classical and Mathematical School	Easton, Pa.
Private Latin School	Boston, Mass. (80 Charles street).	The Hill School	Pottstown, Pa.
Monson Academy	Monson, Mass.	Rogers High School	Newport, R. I.
Adams Academy	Quincy, Mass.		

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Franciscan College	Santa Barbara, Cal.	Closed to secular students in 1878, and only students for the holy ministry are, at present, admitted to finish the ecclesiastical course; see Table XI.
The Athenaeum Academy	Chicago, Ill.	No classical nor scientific preparatory students reported as being at the Athenaeum in 1881.
Classical School	Dubuque, Iowa.	Closed.
English and Classical School for Boys	Boston, Mass. (10 Somerset street).	Removed; not found.
Brittain Brothers' Preparatory Scientific School	New York, N. Y. (1287 Broadway).	Not found.
Milnor Hall	Gambier, Ohio	See Kenyon Grammar School; identical.
Department of preparatory instruction in Oberlin College	Oberlin, Ohio	See report of Oberlin College, Table IX.
Lapham Institute	North Scituate, R. I.	Closed.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.				
											In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Union Female College.....	Enfau, Ala.....	1853	1853	F. B. Moodle.....	Non-sect	8	3	5	.....	20	70	2	.....	92	3
2 Florence Synodical Female College.....	Florence, Ala.....	1855	1855	Charles P. Walker, A. M.....	Presb.....	8	1	7	2	30	64	15	.....	133	0
3 Huntsville Female College.....	Huntsville, Ala.....	1852	1852	Rev. A. B. Jones, A. M.....	M. E. So.	10	1	9	10	23	86	10	.....	119	0
4 Huntsville Female Seminary (Rotherwood Home).....	Huntsville, Ala.....	1859	1859	Mrs. F. R. Ross.....	Presb.....	7	2	5	.....	.....	.....	.....	.....	80	0
5 Judson Female Institute.....	Marion, Ala.....	1839	1839	Rev. L. R. Gwaltney, D. D.....	Baptist	12	2	10	2	48	74	9	2	133	0
6 Marion Female Seminary.....	Marion, Ala.....	1842	1836	Rev. H. R. Raymond, D. D.....	Non-sect	9	2	7	1	18	71	3	5	97	0
7 Synodical Female Institute.....	Talladega, Ala.....	1836	1836	Mrs. M. K. Crug.....	Presb.....	5	3	2	5	40	43	.....	.....	83	0
8 Alabama Central Female College.....	Tuscaloosa, Ala.....	1858	1858	A. K. Yancey, Jr.....	Non-sect	12	2	10	.....	46	87	.....	.....	133	0
9 Alabama Conference Female College.*.....	Tuskegee, Ala.....	1855	1856	John Massey, L. D.....	Meth.....	8	2	6	.....	40	103	1	2	146	0
10 Young Ladies' Seminary.....	Bonita, Cal.....	0	1852	Mrs. Mary Atkins Lynch.....	Non-sect	14	6	8	.....	70	45	5	0	120	0
11 Mills Seminary.....	Mills Seminary, Cal.....	1877	1871	Rev. C. T. Mills, D. D.....	Non-sect	21	4	17	.....	.....	.....	.....	.....	180	0
12 College of Notre Dame.....	San José, Cal.....	1851	1851	Sister Marie Cornelle.....	R. C.....	17	2	15	5	65	23	1	4	102	0
13 Hartford Female Seminary.....	Hartford, Conn.....	1827	1815	William T. Gage, A. M.....	Non-sect	9	4	5	1	20	.....	.....	7	100	0
14 Wesleyan Female College.....	Wilmington, Del.....	1841	1837	Rev. James M. Williams, A. M.....	M. E.....	9	3	6	2	37	87	0	0	74	0
15 Lucy Cobb Institute.....	Athens, Ga.....	1858	1858	Miss M. Rutherford.....	Non-sect	12	5	7	7	20	36	25	14	95	0
16 Columbus Female College.....	Columbus, Ga.....	1875	1875	G. R. Glenn, A. M.....	Non-sect	10	5	5	2	20	97	3	.....	120	2
17 Andrew Female College.....	Cuthbert, Ga.....	1854	1854	Rev. Howard W. Key, A. M.....	Meth.....	8	4	4	3	51	60	19	.....	180	2
18 Dalton Female College.....	Dalton, Ga.....	1873	1872	Rufus W. Smith, A. M.....	Meth.....	6	3	3	1	49	69	7	0	169	5
19 Georgia Baptist Seminary for Young Ladies.....	Gainesville, Ga.....	1878	1878	Rev. William Clay Wilkes, A. M.....	Baptist	6	3	3	1	74	38	6	2	2207	.....
20 Griffin Female College.....	Griffin, Ga.....	1848	1849	A. B. Niles, A. M.....	Non-sect	6	2	4	1	30	71	.....	.....	101	0
21 La Grange Female College.....	La Grange, Ga.....	1846	1846	James R. Mayson.....	Meth.....	8	2	6	2	40	64	0	0	104	0
22 Southern Female College.....	La Grange, Ga.....	1848	1842	L. F. Cox, A. M.....	Non-sect	10	2	8	2	50	68	12	5	135	1

* From Report of the Commissioner of Education for 1880.

a Includes students in art, language, and music departments.

b Includes students in music and art.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
23 Wesleyan Female College* Macon, Ga.	1836	1839	1839	Rev. W. C. Bass, D. D.	M. E. So	13	5	8	2	40	166	18	...	223	6
24 Georgia Female College College Temple Newnan, Ga.	1849	1853	1853	P. W. Butler, A. M.	Non-sect	4	2	2	1	35	42	5	...	82	...
25 Houston Female College* Perry, Ga.	1853	1853	1853	P. W. Johnson	Baptist	6	2	4	1	25	75	...	...	100	...
26 Rome Female College Rome, Ga.	1856	1856	1856	Rev. J. M. M. Caldwell	Presb.	3	3	4	1	...	...	...	...	65	...
27 Shorter Female College Rome, Ga.	1877	1878	1878	Rev. R. D. Mallory, A. M.	Baptist	7	3	4	1	58	93	9	2	116	...
28 Young Female College Thomasville, Ga.	1890	1890	1890	John E. Baker, A. M.	Non-sect	5	1	4	3	18	75	...	...	162	0
29 Seminary of the Sacred Heart* Chicago, Ill.	1890	1890	1890	Mother Niekirk, superior	R. C.	9	1	4	1	...	...	...	...	93	...
30 Woman's College of the North- western University* Evanston, Ill.	1890	1890	1890	Oliver Marsy, LL. D., acting president, a	M. E.	(b)	(b)	(b)	(b)	89	46	22	...	150	...
31 Knox Seminary Galesburg, Ill.	1847	1847	1847	Newton Bateman, LL. D.	Non-sect	(b)	(b)	(b)	(b)	...	41	...	...	41	0
32 Alnira College Greenville, Ill.	1859	1855	1855	Mrs Florence K. Houghton	Non-sect	7	7	7	...	17	32	34	...	83	1
33 Highland Hall College for Women. Jacksonville, Ill.	1876	1876	1876	Prof. Nathaniel Butler, Jr., A. M.	Non-sect	11	3	8	...	...	...	...	...	62	...
34 Illinois Female College Jacksonville, Ill.	1863	1847	1847	Rev. William F. Short, D. D.	M. E.	17	5	12	2	14	95	75	...	184	...
35 Jacksonville Female Academy Jacksonville, Ill.	1885	1880	1885	E. F. Bullard, A. M.	Presb.	8	2	6	3	...	68	28	3	99	...
36 St. Mary's School Knoxville, Ill.	1895	1898	1898	Rev. C. W. Leflingwell, D. D., rector.	P. E.	14	3	11	...	15	70	35	...	120	...
37 Ferry Hall, Lake Forest Univer- sity. Lake Forest, Ill.	1857	1860	1860	Rev. D. & Gregory, D. D.	Presb.	16	7	9	1	52	50	5	0	107	0
38 Chicago Female College* Morgan Park, Ill.	1874	1875	1875	Gilbert Thayer, LL. D.	Non-sect	12	6	6	1	12	44	12	2	70	0
39 Mt. Carroll Seminary Rockford, Ill.	1862	1863	1863	Mrs. F. A. W. Shimer	Baptist	14	2	12	...	...	...	...	...	160	...
40 Rockford Seminary Rockford, Ill.	1847	1840	1840	Miss Anna P. Sill	Cong. & Presb.	16	3	13	4	60	59	80	8	201	8
41 De Pauw College for Young Women. New Albany, Ind.	1862	1862	1862	F. A. Friedley	M. E.	6	1	5	1	19	23	29	...	71	15
42 St. Mary's Academic Institute St. Mary's, Ind.	1840	1840	1840	Sister Superior.	R. O.	20	...	20	...	...	...	...	7	145	...

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.	Number in college department.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
82	Bradford Academy	1864	1868	Miss Annie E. Johnson	Non-sect	11	1	10		27	70	50	0	147	1	
83	Smith College	1870	1875	Rev. L. Clark Seelye, D. D.	Non-sect	21	12	9			192	85	0	284		
84	Whiston Female Seminary*	1837	1884	Rev. Mortimer Blake, D. D.	Cong	10	1	9						80	7	
85	Maybrook Institute for Young Ladies.	1843	1841	Rev. Charles V. Spear, A. M.	Cong	11	5	6	1	6	60	7	0	78		
86	Mount Holyoke Female Seminary	1836	1837	Miss Julia E. Ward	Non-sect	27		27			249		2	251	(b)	
87	Wellesley College	1870	1875	Miss Alice E. Freeman, D. A., acting and vice president.	Non-sect	43	6	37			275	172	3	456	13	
88	Michigan Female Seminary	1856	1866	Miss M. H. Sprague	Presb	7								51		
89	Young Ladies' Seminary and Collegiate Institute.	1850	1849	C. C. Wetzel.	Non-sect	6								53		
90	St. Mary's Hall	1866	1866	Rev. H. B. Whipple, D. D., rector.	P. E.	11	2	9	2					120		
91	Bennet Seminary	1871	1870	Miss Esther E. Kenyon	Non-sect	10	1	9	2	20	55			75		
92	Blue Mountain Female College	1877	1873	Rev. M. P. Lowrey, D. D.	Non-sect	9	2	7	1	81	76			107		
93	Whitworth College	1860	1859	Rev. F. E. Johnson, D. D.	Math	18	4	14		55	233		2	291	0	
94	Central Female Institute	1833	1833	Rev. Walter Hillman, A. M., LL. D.	Baptist	8	2	6		53	61	0	0	119	0	
95	Franklin Female College	1846	1849	Mrs. M. B. Clark	Non-sect	5		5						70		
96	Meridian Female College	1866	1865	Rev. T. A. Moore	Baptist	6	2	4		40				123		
97	Union Female College	1864	1865	Rev. J. S. Howard, A. M.	Cumb.	5	1	4	1	40	60	6		110		
98	Chickasaw Female College	1862	1862	William V. Pierson	Presb	7	1	6	2	38	41	1	1	111	0	
99	Lea Female College	1877	1877	Rev. Charles H. Othan, A. M.	Baptist	6	1	5	1	15	82	0	0	47	0	
100	Christian Female College	1850	1850	George S. Bryant, A. M.	Christian	8	1	7	1	50	90			145		
101	Stephens Female College	1857	1863	R. F. Rider	Baptist	10	3	7	2	74	90	10	5	179		
102	Howard College	1838	1868	Rev. J. H. Pritchett, A. M.	Baptist	9	4	5	3	90	170			260		
103	Polton Seminary Female College	1870	1871	Rev. B. H. Charlton	Presb	12	4	8	1	102	102	0	3	206	0	
104	Independence Female College	1871	1871	A. Carroll	Presb	5	1	4	1	14	25	4		43		

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.				
											In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Cook's Collegiate Institute.....	Poughkeepsie, N. Y.	.....	1848	George W. Cook, Ph. D.	Non-sect	16	3	13	.....	40	150	.....	.....	190	.....
Howland School.....	Union Springs, N. Y.	.....	1863	Susanah R. Howland	Friends.	7	1	6	.....	.....	.....	.....	.....	.....	.....
Asheville Female College.....	Asheville, N. C.	.....	1854	Rev. James Atkins, Jr.	M. E. So.	6	3	3	1	60	45	.....	.....	114	.....
Davenport Female College.....	Lenoir, N. C.	1856	1856	Rev. George F. Round, A. M.	M. E. So.	2	1	1	.....	8	15	1	.....	24	.....
Oxford Female Seminary.....	Lenoir, N. C.	.....	1856	F. P. Holbrook	.....	8	3	5	2	40	67	3	0	110	.....
Estey Seminary.....	Raleigh, N. C.	.....	1857	Rev. H. M. Tupper, A. M.	Baptist	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peace Institute.....	Raleigh, N. C.	.....	1857	John B. Burwell	Freeb.	15	3	12	2	30	108	4	.....	163	.....
St. Mary's School.....	Raleigh, N. C.	.....	1842	Rev. Bennett Smedes, A. M.	P. E.	15	3	12	2	13	108	14	.....	186	.....
Thomasville Female College.....	Thomasville, N. C.	1856	1849	H. W. Reinhart	Non-sect	15	2	13	3	40	45	58	.....	88	.....
Bartholomew English and Classical School.*	Cincinnati, Ohio (137 and 140 Broadway).	.....	1875	George K. Bartholomew, A. M.	P. E.	16	4	12	3	48	56	90	.....	124	.....
Cincinnati Wesleyan College.....	Cincinnati, Ohio	.....	1842	Rev. Richard H. Rust, D. D.	Meth.	13	6	7	9	35	53	17	0	105	0
Mt. Auburn Young Ladies' Institute.....	Cincinnati, Ohio	.....	1856	H. Thane Miller	.....	17	8	14	.....	.....	.....	.....	.....	.....	.....
Cleveland Seminary for Girls.....	Cleveland, Ohio	1853	1854	S. N. Sanford, A. M.	P. E.	9	2	6	.....	63	80	.....	1	43	.....
Cooper Academy.....	Dayton, Ohio	1842	1843	James A. Robert, A. M.	Non-sect	11	4	7	5	.....	.....	.....	.....	.....	.....
Glendale Female College.....	Glendale, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D.	Freeb.	11	3	8	4	8	44	19	0	71	0
Granville Female College.....	Granville, Ohio	1853	1853	William F. Kerr, A. M.	Freeb.	9	3	7	7	.....	.....	.....	.....	.....	.....
Young Ladies' Institute.....	Granville, Ohio	.....	1854	Rev. D. Shepardon, D. D.	Baptist.	8	1	7	.....	.....	.....	.....	.....	.....	.....
Hillsborough Female College.....	Hillsborough, Ohio	.....	1854	Rev. John F. Lloyd, A. M.	M. E.	7	2	5	.....	16	28	15	4	60	.....
Oxford Female College.....	Oxford, Ohio	.....	1854	Rev. Robert D. Morris, D. D.	Freeb.	10	5	5	.....	4	33	38	.....	75	.....
Western Female Seminary.....	Oxford, Ohio	.....	1853	Miss Helen Peabody	Non-sect	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake Erie Female Seminary.....	Painesville, Ohio	.....	1853	Miss Mary Evans	Non-sect	21	6	15	.....	24	88	91	.....	181	.....
St. Helen's Hall.....	Portland, Oreg.	.....	1856	Miss Mary B. Rodney	Non-sect	14	2	12	.....	35	.....	.....	.....	.....	.....
Albion Female College.....	Albion, Pa.	.....	1869	Rev. W. E. Hedford, A. M.	P. E.	14	1	13	.....	28	.....	.....	.....	.....	.....
Mrs. Goodwin Watson's English, French, and German Young Ladies' School.....	Ashtaburgh, Pa.	1867	1867	Mrs. Goodwin Watson	Ref. Ch.	6	1	5	29	34	6	170	3

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Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
196 Martin Female College	Padaaki, Tenn.	1872	1873	W. K. Jones	Meth.	7	1	6	3	50	100	23	5	150	0
197 Mary Sharp College	Winchester, Tenn.	1850	1851	Z. C. Graves, LL. D.	Baptist.	8	6	2	1	39	61	61	5	128	0
198 Bryan Female Institute	Bryan, Tex.	0	1873	W. H. Colman	Non-sect.	4	1	3	3	25	35	8	9	63	0
199 Sonie College	Clappell Hill, Tex.	1853	1853	Rev. E. D. Pitts, D. D.	M. E. So.	8	2	6	1	40	140			180	
200 Dallas Female College	Dallas, Tex.			Marshall McIlhenny	M. E. So.										
201 Ursuline Academy	Galveston, Tex.			Madame St. Agnes, superioress	R. C.										
202 Young Ladies' School, Southern Western University.	Georgetown, Tex.	1875	1840	Rev. Francis Asbury Mood, D. D., regent.	M. E. So.	12	8	4	3	67	28			95	
203 Andrew Female College	Huntsville, Tex.	1852	1853	Lyman Harding, Jr.	M. E. So.	4	1	3		65	24			89	
204 Baylor Female College	Independence, Tex.	1846	1846	Rev. John Hill Luther, D. D.	Baptist.	10	4	6	1	40	60			100	
205 Woodlawn Female College	Paris, Tex.	1871	1871	P. F. Witherspoon, A. M.		4	1	3		50	40			90	
206 Nazareth Academy	Victoria, Tex.	1860	1860	Mother Mary Ste. Claire	R. C.	17		17					2	103	
207 Vermont Methodist Seminary and Female College.	Montpelier, Vt.	1834	1834	Rev. Julius B. Southworth	M. E.	11	5	6	3	50	117	27	2	196	0
208 Martha Washington College	Abingdon, Va.	1853	1853	Rev. E. E. Hoss, M. A.	M. E.	9	3	6		20	90		2	113	
209 Hollins Institute	Botetourt Springs, Va.	1843	1842	Charles L. Cooke, M. A., superintendent.	Baptist.	14	5	9	1	8	100			108	
210 Roanoke Female College	Danville, Va.	1859	1859	S. W. and J. T. Averett	Baptist.	8	3	5	1	15	84	4		103	0
211 Farmville College	Farmville, Va.	1875	1873	Rev. Paul Whitehead	M. E. So.	6	3	3	1	14	65			70	
212 Edge Hill School	Kearwick Dejeu, Va.	1866	1866	The Misses Randolph	Non-sect.	10		8							
213 Marion Female College	Marion, Va.	1874	1873	Rev. J. J. Scherer, A. M.	R. Luth.	10	3	7		55	38			93	
214 Norfolk College for Young Ladies	Norfolk, Va.	1880	1880	Rev. R. M. Saunders	Non-sect.	8	4	4	3	44	150	31		195	
215 Southern Female College	Petersburg, Va.	1863	1863	W. T. Davis, A. M.	Non-sect.	8	3	5	0					73	0
216 Richmond Female Institute	Richmond, Va.	1833	1853	Miss S. B. Homper	Non-sect.	9	3	7	2	25	80	10		115	0
217 Hampton Female Seminary	Hampton, Va.	1870	1870	Rev. F. L. Miller, M. A.	Luth.	10	5	5					8	77	
218 Wesleyan Female Institute	Wilmington, Va.	1860	1860	Rev. William A. Harris, D. D.	M. E.	20		20			120			130	
219 Episcopal Female Institute	Winchester, Va.	1874	1874	Rev. J. C. Whisler, D. D.	P. E.	0	2	4	1	20	40	1	1	67	4

220	Broadrun Female College.....	1877	1871	Rev. E. J. Willis, L. B.....	Baptist.....	9	2	7	2	36	34	.....	1	71	.....
221	Parkersburg Female Seminary ..	0	1865	Mrs. H. L. Field.....	.....	3	.....	3	2	20	40	6	.....	65	.....
222	Wheeling Female College.....	1848	1850	Miss A. Taylor, A. M.....	Non-sect.....	10	2	8	.....	.....	.....	.....	.....	.....	.....
223	Wisconsin Female College.....	1853	1858	Sarah O. Sheppard.....	Cong.....	4	.....	4	.....	45	19	.....	.....	64	.....
224	Kemper Hall.....	1851	1872	Rev. L. C. Lance, A. M.....	P. E.....	7	.....	.....	.....	0	24	8	.....	28	.....
225	Milwaukee College.....	1851	1851	Charles S. Farrar, A. M.....	Non-sect.....	16	3	13	4	188	25	80	.....	243	0
226	St. Clara Academy.....	1852	1852	Sister Mary Emily, O. S. D.....	R. C.....	20	.....	20	.....	32	50	16	.....	97	.....

* From Report of the Commissioner of Education for 1880.

• These statistics are for the year 1880.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1881, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Library.		Cost of—			Property, income, &c.			Date of next com- mencement.				
	Number of volumes.	Increase in the last school year.	Board and lodging per an- num.	Tuition per annum in pre- paratory department.	Tuition per annum in reg- ular course.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.					
	17	18	19	20	21	22	23	24	25	26	27	28	29
Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Board and lodging per an- num.	Tuition per annum in pre- paratory department.	Tuition per annum in reg- ular course.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1 Union Female College	x	4	28	1,500	30	\$150	\$30	\$50-60	\$20,000			\$6,000	June 15.
2 Florence Synodical Female College	x	4	40	1,500	25	160	24	40	30,000				June 7.
3 Huntville Female College	x	5	40	2,000	200	120	10-15	25-30	40,000				June 1.
4 Huntville Female Seminary (Rotherwood Home).	x	9	40	100	0	100	40	50	12,000				June 7.
5 Judson Female Institute	x	5	36	3,000		168	30-50	60	50,000				June 15.
6 Marion Female Seminary	x	5	36	200	0	145	30	50	8,000	\$0	\$0	5,000	June 22.
7 Synodical Female Institute*	x	4	38	500		100	35		10,000				June 19.
8 Alabama Central Female College	x	4	40	500		150	24-36	60	210,000				June 25.
9 Alabama Conference Female College*	x	4	40	500		150	20-40	50	60,000	0	0	4,000	June 22.
10 Young Ladies' Seminary	0	4	40	1,000	100	320	50	50	25,000	12,500	0	24,000	May 31.
11 Mills Seminary	x	4	45	2,875		295	275						August 1.
12 College of Notre Dame	x	4	38	500		450	40-60	60-120	40,000			4,500	August.
13 Hartford Female Seminary*	x	8	40	1,500	12	160	42	54	24,000	0	0	8,000	June 15.
14 Wesleyan Female College	x	8	40	1,009		200	20	60	35,000				June 17.
15 Lucy Cobb Institute	x	5	40	1,000		235	30-50	70	40,000			7,000	June 21.
16 Columbus Female College	x	5	40	2,000	0	135	35	60	16,000				June 14.
17 Andrew Female College	x	5	40	200	100	135	20-30	40	8,000	0	0	2,500	June 15.
18 Dalton Female College	x	4	40	275	40	100	30	50	7,000			2,200	June 21.
19 Georgia Baptist Seminary for Young Ladies.	x	4	40	1,200		125	30	50	6,000			8,500	June 25.
20 Griffin Female College	x	5	40	200	25	125	30	50	50,000	0	0	4,000	June 12-15.
21 Los Grange Female College	x	4	38	400		135	40	50	25,000			7,000	June.
22 Southern Female College	x	5	42	400		180	30	50	100,000			6,500	June 15.
23 Washington Female College	x	5	40	400		120	43	70	15,000	25,000	1,500	8,000	July 5.
24 College Temple	x	4	40	1,000	0	100	25-40	80	3,000				June 14.
25 Hargett Female College	x	4	40	1,000		100	25-40	80	3,000				June 20.

[illegible]

**d In 1879.
• See Table VII.**

^b See report of Knox College (Table IX).
c Grounds and buildings.

* From Report of the Commissioner of Education for 1890.
Board and tuition.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Library.				Cost of —				Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
1	17	18	19	20	21	22	23	24	25	26	27	28	29
76 Cambridge Female Seminary	x	4	40	600	.....	\$200	\$30	\$45	\$10,000	.....	.....	.....	June 16.
77 Lutherville Female Seminary .....	.....	4	40	600	.....	160	.....	50	25,000	.....	.....	.....	June 21.
78 Abbot Academy .....	.....	4	39	2,800	.....	\$300	.....	.....	640,000	.....	.....	.....	June 15.
79 Lasell Seminary for Young Women	0	4	36	750	200	\$350	80-100	200	60,000	\$0	\$0	\$9,000	June 7.
80 Gannett Institute	0	4	38	3,000	100	300	.....	.....	75,000	.....	.....	.....	June 21.
81 Notre Dame Academy .....	.....	4	38	2,500	40	280	60	60	203,300	.....	.....	8,500	June 21.
82 Bradford Academy .....	.....	4	36	2,500	.....	250	.....	100	300,000	330,000	.....	.....	June 21.
83 Smith College	x	4	38	3,875	200	210	45	45	73,000	0	0	4,324	June 22.
84 Wheaton Female Seminary .....	.....	4	37	1,000	25	240	24	30	50,000	.....	.....	.....	June 15.
85 Maplewood Institute for Young Ladies	0	4	37	11,000	204	\$175	.....	.....	275,000	75,000	4,500	41,000	June 22.
86 Mount Holyoke Female Seminary	0	4	38	22,000	1,000	190	.....	60	50,000	20,000	.....	.....	June 22.
87 Wellesley College	x	4, 5	38	800	200	\$175	(20-80)	.....	10,000	.....	.....	.....	June 7.
88 Michigan Female Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	230,000	.....	.....	.....	June 21.
89 Young Ladies' Seminary and Collegiate Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	12,000	.....	.....	.....	June 21.
90 St. Mary's Hall .....	.....	4	40	6800	.....	\$250	.....	50	60,000	.....	.....	.....	June 1.
91 Bennett Seminary .....	.....	4	39	100	20	250	30	60	12,000	.....	.....	2,500	June 15.
92 Blue Mountain Female College	x	6	40	218	15	120	30	40	14,000	.....	.....	8,000	June 20.
93 Whitworth College	x	4	19	500	0	120	80	40-50	75,000	0	0	17,500	June 20.
94 Central Female Institute	x	4	40	1,800	100	150	40	50	20,000	0	0	6,000	June 20.
95 Franklin Female College	x	4	40	.....	.....	200	40	60	15,000	.....	.....	.....	June 14.
96 Meridian Female College	x	4	40	.....	.....	.....	.....	.....	4,000	0	0	.....	September.
97 Union Female College	x	4	40	800	20	125	30	40-50	30,000	.....	.....	3,407	June 15.
98 Buckaway Female College	x	4	37	2,000	0	111	181-278	37	2,000	0	0	4,000	June 7.
99 New Female College	x	4	40	200	15	165	20	50	10,000	0	0	4,000	June 20.
100 Christian Female College	x	4	40	2,000	.....	160	20	30	30,000	20,000	1,300	0,000	May 31.
101 Stephen's Female College	x	5	38	200	.....	200-275	20	30	.....	.....	.....	.....	.....

103	Howard College	x	4	40	500	100	140	80	50	15,000	\$20,000	.....	5,000	June.
104	Fulton Synodical Female College	x	4	40	900	60	160	35	50	25,000	0	0	4,500	June 2.
105	Independence Female College	x	6	40	.....	.....	160	20	40	*20,000	.....	.....	.....	.....
106	St. Louis Seminary	x	4	36	2,000	.....	180	(120)	.....	23,000	.....	.....	a5,000	May 17.
107	St. Teresa's Academy	x	7	42	.....	.....	a200	(20-30)	.....	20,000	.....	.....	b5,000	June 29.
108	Baptist Female College	x	.....	40	470	.....	160	20-40	50	25,000	.....	.....	.....	June 1.
109	Central Female College	x	3	40	400	400	142	20-40	50	12,000	.....	.....	9,000	June.
110	The Elizabeth Arl Female Seminary	x	4	40	1,250	289	160	20-40	50	20,000	0	0	5,000	June 8.
111	Hardin Female College	x	4	40	500	.....	140	30	40	75,000	40,000	.....	a10,000	June 8.
112	Lindenwood College for Young Ladies*	x	4	40	2,000	50	300	30	48-56	40,000	200,000	.....	.....	June 8.
113	Academy of the Visitation	x	.....	40	.....	75	150	(70-160)	.....	150,000	.....	.....	.....	June 15.
114	Mary Institute (Washington University)	x	6	40	700	0	260	40	60	30,000	0	0	.....	June.
115	Ursuline Academy	0	4	40	250	0	.....	4	.....	*50,000	*\$5,000	*5,200	300	June 21.
116	Bishop Whitaker's School for Girls	x	4	40	200	.....	150-180	30	30	*25,000	f13,000	f700	71,300	June 14.
117	Adams Academy	x	8	37	500	.....	.....	263	33	.....	.....	.....	.....	June 14.
118	Robinson Female Seminary	x	5	39	600	.....	.....	.....	.....	.....	.....	.....	.....	June 14.
119	New Hampshire Conference Seminary and Female College	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 14.
120	Tilden Seminary	0	4	38	1,400	.....	195	.....	30	*50,000	*2,000	*120	a10,500	June 16.
121	Bordentown Female College*	x	3, 4	40	650	800	(240)	40	a280	30,000	.....	.....	1,800	June 16.
122	Ivy Hall	4	40	1,180	.....	.....	250	40	50	12,000	.....	.....	.....	June 16.
123	St. Mary's Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 16.
124	Freehold Young Ladies' Seminary	0	4	39	1,200	0	200	24	44-52	30,000	0	0	.....	June.
125	Pennington Seminary	x	5	40	2,000	0	160	40	40	30,000	0	0	8,000	June 27.
126	Academy of the Sacred Heart	.....	6	42	2,000	0	200	40	40	30,000	.....	.....	.....	June 21.
127	St. Agnes School*	x	0	40	3,000	.....	.....	.....	.....	b100,000	.....	.....	.....	June 9.
128	Brooklyn Heights Seminary	0	4	40	10,500	200	450	100, 120	a350	150,000	0	0	25,000	June 10.
129	Packer Collegiate Institute	0	40	4, 660	68	68	a475	12	15-25	200,000	42,500	2, 223	38,785	June 20.
130	Buffalo Female Academy	0	1, 256	41	.....	45	336	82	64, 80, 96	81, 769	400	20	8,575	June 16.
131	Holy Angels' Academy	13	40	625	.....	.....	150	12	75,500	75,500	.....	.....	7,000	June 29.
132	Granger Place School*	.....	.....	.....	.....	.....	.....	.....	.....	b40,000	.....	.....	.....	June 17.
133	Claverack College and Hudson River Institute	x	4	39	(A)	102	100-300	50	50	(A)	0	0	5,000	June 17.
134	St. Joseph's Academy	x	5	40	615	6	150	50	20	50,000	0	0	2,050	June 27.
135	Academy of the Sacred Heart	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
136	Academy of Mt. St. Vincent-on-the-Hudson	x	4	43	3,500	2,000	a250	.....	.....	600,000	.....	.....	90,000	June 29.
137	Academy of the Sacred Heart	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
138	English, French, and German Boarding School.*	187	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
139	D'Youville Academy	.....	7	40	405	.....	120	10	16	12,000	.....	.....	.....	June 29.
140	Cook's Collegiate Institute	.....	4	40	1,500	.....	a350	12	15	80,000	.....	.....	.....	June 15.
141	Howland School*	.....	4	38	*700	.....	6350	38	38	*50,000	*20,000	.....	.....	June 30.
142	Ashville Female College	x	40	700	.....	.....	140	30	50	20,000	.....	.....	.....	June 15.
143	Davenport Female College	x	.....	.....	.....	.....	100	20	30	4,000	.....	.....	.....	June 15.
144	Oxford Female Seminary	.....	4	40	600	.....	170	30	60	10,000	.....	.....	.....	June 1.
145	Eatey Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 1.

* From Report of the Commissioner of Education for 1880.
 † Board and tuition.
 ‡ In 1879.
 § These statistics are for the year 1880.
 ¶ Total income from all sources.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	In the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.			Library.		Cost of—			Property, income, &c.			Receipts for the last year from tuition fees.	Date of next commencement.
		17	18	19	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
1					20	21	22	23	24	25	26	27	28	29
145 Peace Institute.....	0	4	40	40	1,000	.....	\$150	\$40	\$50	\$50,000	.....	.....	.....	June 7.
146 St. Mary's School*.....	x	5	40	3,000	3,000	.....	160	160	50	.....	.....	.....	.....	June.
147 Thomasville Female College.....	x	4	40	600	30	.....	110	40, 30	50	20,000	.....	.....	.....	June 6.
148 Bartholomew English and Classical School*.....	0	0	0	36	.....	.....	500	50-120	150	.....	.....	.....	.....	June 9.
149 Cincinnati Wesleyan College.....	x	4	38	1,131	.....	.....	200	80-60	100	200,000	\$0	\$0	\$4,000	June 7.
150 Mt. Auburn Young Ladies' Institute.....	x	4	40	200	.....	.....	300	.....	40	100,000	.....	.....	.....	June 14.
151 Cleveland Seminary for Girls.....	x	4	38	2,630	.....	.....	180	50-100	100	40,000	0	0	6,800	June 18.
152 Cooper Academy*.....	0	4	37	2,000	200	.....	2280	15	20, 25	75,000	0	0	.....	June 8.
153 Glendale Female College.....	0	4	37	1,200	.....	.....	180	15	80	20,000	.....	.....	.....	June 21.
154 Granville Female College.....	0	4	37	1,200	.....	.....	180	30	86	25,000	.....	.....	.....	June.
155 Young Ladies' Institute.....	x	4	38	2,000	.....	.....	100	20	30	40,000	6,000	800	1,761	June 16.
156 Hillsborough Female College.....	x	4	38	2,000	.....	.....	250	50	50	100,000	.....	900	10,400	June.
157 Oxford Female College.....	0	4	38	8,165	205	.....	250	50	.....	.....	12,000	.....	22,058	June 16.
158 Western Female Seminary.....	0	4	38	2,000	60	.....	2170	.....	(170)	131,250	*25,000	1,024	25,058	June 23.
159 Lake Erie Female Seminary.....	x	4	40	400	.....	.....	250	30	50	30,000	.....	.....	.....	June 8.
160 St. Helen's Hall.....	x	2	40	475	50	.....	180-190	32-30	40-50	85,000	.....	.....	.....	June 23.
161 Allenton Female College.....	x	4	40	475	50	.....	250	30	50	30,000	.....	.....	.....	June.
162 Mrs. Goodwin Watson's English, French, and German Young Ladies' School.....	x	4	40	475	50	.....	250	30	50	30,000	.....	.....	.....	June.
163 Moravian Seminary for Young Ladies.....	x	4	40	5,000	25	.....	200	40	40	80,000	0	0	2,700	June 22.
164 Blauvelt Ladies' Seminary.....	0	4	40	407	53	.....	210	40	40	25,000	.....	.....	.....	June 15.
165 Wilson College*.....	x	4	38	1,000	.....	.....	800	60	00	40,000	.....	.....	10,000	June.
166 Pennsylvania Female College.....	x	4	40	2,500	.....	.....	180	40	50	50,000	.....	.....	.....	June.
167 French Protestant School.....	0	8	40	500	50	.....	400	80-100	125-150	51,000	.....	.....	*13,000	June 10.
168 Miss Mary E. Steverson's Boarding and Day School for Young Ladies.....	.....	.....	40	1,000	.....	.....	250	80	130	.....	.....	.....	.....	June 15.

170	Irving Female College*.....	x	5	40	5,000	.....	200	60	100	40,000	.....	.....	June 21.
171	Brookline Hall Female Seminary.....	0	4	38	600	.....	a400	.....	.....	60,000	.....	*c22,000	June 16,
172	Academy of Notre Dame.....	.....	.....	.....	.....	.....	c500	80	120	.....	.....	.....	.....
173	Chester Institute.....	.....	38	.....	1,000	.....	c600	.....	.....	.....	.....	.....	June 20.
174	Chestnut Street Seminary.....	x	4	40	988	.....	240	48-56	60-80	100,000	660	17,630	September.
175	Pittsburgh Female College.....	x	4	40	500	200	250	24	40	18,000	.....	.....	June 22.
176	Washington Female Seminary.....	x	4	40	500	100	150	20-40	50	45,000	.....	.....	June 18.
177	Columbia Female College.....	x	4	40	1,000	.....	120	15-21	42	15,000	1,000	4,000	June 21.
178	Due West Female College.....	x	4	40	400	.....	140	20-30	40-50	20,000	.....	.....	June 20.
179	Greenville Female College.....	x	5	40	.....	.....	160	5-10	30	5,000	.....	1,200	June 22.
180	Walhallia Female College.....	x	4	40	500	.....	120	20	40	12,000	.....	.....	June 23.
181	Williamston Female College*.....	x	4	40	.....	.....	100	18	33	*5,000	.....	.....	.....
182	Athens Female Seminary.....	x	4	40	.....	.....	100	20	40	15,000	.....	.....	June 4.
183	Bristol Female College.....	x	4	40	.....	.....	150	20	40	6,000	.....	1,750	June.
184	Wesleyan Female College.....	x	4	40	.....	.....	125	44-84	54	.....	.....	.....	June.
185	Bellevue Female College d.....	x	40	.....	6400	.....	.....	30, 40	50	.....	.....	.....	.....
186	Columbia Athenæum.....	x	.....	.....	.....	120	a236	35	50	.....	.....	.....	.....
187	Columbia Female Institute.....	x	5	40	5,000	.....	250	30	60	50,000	.....	.....	.....
188	Tennessee Female College.....	x	5	40	.....	.....	140	25	50	b15,000	.....	.....	.....
189	Memphis Conference Female Institute.....	x	.....	.....	4,000	.....	160	28	50	45,000	0	0	*7,700
190	Cumberland Female College.....	x	4	40	200	.....	115	10-15	18-22	15,000	.....	1,800	June.
191	Murfreesboro' Female Institute.....	x	4	40	600	30	160	25	50	13,000	0	0	1,700
192	Sonic Female College*.....	x	4	40	50	2	120	25-30	40-50	18,000	.....	6,200	June 25.
193	Nashville College for Young Ladies.....	x	4	40	.....	.....	.....	.....	.....	.....	.....	1,200	June 10.
194	St Cecilia's Academy.....	x	6	40	200	0	200	170	200	90,000	0	.....	June.
195	W. E. Ward's Seminary for Young Ladies.....	x	5	40	2,800	.....	200	30	60	90,000	0	10,000	June.
196	Martin Female College.....	x	7	.....	.....	135	200	30	50	30,000	1,800	2,000	June 10.
197	Mary Sharp College.....	x	4	40	1,500	0	180	40	60	20,000	0	7,180	June 18.
198	Bryan Female Institute*.....	0	40	.....	.....	0	.....	.....	.....	0	0	.....	.....
199	Sonle College.....	x	40	.....	.....	.....	140	(30-50)	.....	.....	.....	.....	.....
200	Dallas Female College.....	x	4	40	.....	.....	160	25-40	50	20,000	.....	5,000	June.
201	Ureling Academy*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 10.
202	Young Ladies' School, Southwestern University.....	x	4	40	1,200	80	175	20-40	60	5,000	.....	2,800	June 27.
203	Andrew Female College.....	x	4	40	600	0	160	164-36	48	10,000	0	2,500	June 3.
204	Baylor Female College.....	x	4	40	200	.....	100	50	50	20,000	.....	6,000	June 8.
205	Woodlawn Female College.....	x	4	40	.....	.....	120	20-30	40-50	2,000	.....	.....	June 16.
206	Nazareth Academy.....	x	43	.....	900	100	120	.....	.....	.....	0	.....	June 30.
207	Vermont Methodist Seminary and Female College.....	x	4	39	650	.....	120	30	50	102,000	8,000	480	June 24.
208	Martha Washington College*.....	x	4	40	1,200	30	180	20-40	60	50,000	.....	4,500	June 22.
209	Hollins Institute*.....	x	4	38	.....	.....	180	25	60	75,000	.....	10,000	June 15.
210	Rosneke Female College.....	x	4	36	.....	.....	180	36	50	23,000	.....	3,300	May 31.
211	Farmville College*.....	x	4	40	.....	.....	160	35	70	8,500	0	.....	June 2.
212	Edge Hill School.....	x	4	40	6300	.....	a160	.....	.....	.....	.....	.....	September 15.
213	Marion Female College d.....	x	3	40	.....	.....	110	30	40	b13,000	.....	11,000	June 7.
214	Norfolk College for Young Ladies.....	x	8	30	.....	.....	150	40	50	50,000	.....	.....	June 22.
215	Southern Female College.....	x	6	40	1,000	.....	150	30, 40	50	20,000	0	0	June 13.
216	Richmond Female Institute*.....	x	4	40	400	.....	180	34-45	69-110	100,000	.....	.....	June 14.
217	Staunton Female Seminary*.....	x	6	40	.....	.....	170	25	40	225,000	.....	.....	.....

d These statistics are for the year 1880.

***b* In 1879.**
***c* Value of grounds and buildings.**

* From Report of the Commissioner of Education for 1880.
Board and tuition.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Library.				Cost of—			Property, income, &c.				Receipts for the last year from tuition fees.	Date of next communication.
	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
1	17	18	19	20	21	22	23	24	25	26	27	28	29
218 Wesleyan Female Institute.....	x	2	4	40	.....	.....	.....	.....	\$30,000	.....	.....	\$2,000	June 15.
219 Episcopal Female Institute.....	x	x	4	40	.....	\$240	\$25	\$40	15,000	.....	.....	3,500	June 15.
220 Broadus Female College.....	x	x	4	38	.....	150	40	50	10,000	.....	.....	.....	June 15.
221 Parkersburg Female Seminary.....	0	4	40	.....	.....	225	25	35	65,000	.....	.....	.....	June 18.
222 Wheeling Female College.....	x	4	40	.....	.....	300	.....	.....	.....	.....	.....	.....	June 14.
223 Wisconsin Female College.....	x	4	38	1,100	60	123	28	28	\$2,500	.....	10,546	.....	June 14.
224 Kemper Hall.....	x	4	38	1,000	.....	160	.....	150	52,000	.....	0	10,800	June 24.
225 Milwaukee College.....	x	4	40	8,500	32	240	50	60	150,000	0	0	10,000	June 18.
226 St. Clara Academy.....	.....	4	46	940	.....	6165	.....	.....	\$55,750	.....	.....	\$10,000	July.

b Board and tuition.

a In 1879.

* From Report of the Commissioner of Education for 1880.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Centenary Institute	Summerfield, Ala.	St. Clare's Academy	Buffalo, N. Y.
Tuscaloosa Female College	Tuscaloosa, Ala.	English, French, and German	New York, N. Y.
School for Girls (Miss Sarah	Farmington, Conn.	School	(222 Madison ave.)
Porter)		Mrs. S. Reed's Boarding and	New York, N. Y. (6
Grove Hall	New Haven, Conn.	Day School	East 53d street).
Congrégation de Notre Dame	Waterbury, Conn.	Poughkeepsie Female Acad-	Poughkeepsie,
Young Ladies' Seminary.	Windsor, Conn.	emy.	N. Y.
Nassau College for Young	Fernandina, Fla.	Greensboro' Female College ..	Greensboro', N. C.
Ladies.		Chowan Baptist Female In- ..	Murfreesboro',
Southern Masonic Female	Covington, Ga.	stitute.	N. C.
College.		Simonton Female College	Statesville, N. C.
Hamilton Female College.	Hamilton, Ga.	Highland Institute.	Hillsborough,
Lumpkin Masonic Female	Lumpkin, Ga.		Ohio.
College.		Pennsylvania Female College ..	Pittsburgh, Pa.
Cherokee Baptist Female Col-	Rome, Ga.		(East End).
lege.		Cottage Hill College.	York, Pa.
St. Angela's Academy	Morris, Ill.	St. James Hall	Bolivar, Tenn.
Female College of Indiana	Greencastle, Ind.	Brownsville Female Col-	Brownsville, Tenn.
Mt. Pleasant Female Seminary ..	Mt. Pleasant, Iowa.	lege	
Christ Church Seminary	Lexington, Ky.	State Female College	Memphis, Tenn.
Louisville Female Seminary	Louisville, Ky.	Rogersville Female College ..	Rogersville, Tenn.
Paducah Female College.	Paducah, Ky.	Austin Collegiate Female In- ..	Austin, Tex.
The Misses Norris' School	Baltimore, Md. (32	stitute.	
	McCulloh st.).	Galveston Female High	Galveston, Tex.
Frederick Female Seminary	Frederick, Md.	School.	
Columbus Female Institute.	Columbus, Miss.	Goliad College	Goliad, Tex.
Female College	Sardis, Miss.	Waco Female College	Waco, Tex.
Woodland College	Independence, Mo.	Albemarle Female Institute ..	Charlottesville, Va.
Clay Seminary	Liberty, Mo.	Petersburg Female College ..	Petersburg, Va.
Delacoe Institute	Trenton, N. J.	Augusta Female Seminary ...	Staunton, Va.
Athenæum Seminary	Brooklyn, N. Y. (cor.	Virginia Female Institute ...	Staunton, Va.
	Clinton st. and At- ..		
	lantic avenue).		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Monroe Female College	Forayth, Ga.	Suspended.
Marietta Female College.	Marietta, Ga.	Buildings destroyed by fire and college ..
		superseded by Marietta Institute, ..
		Table VI.
Highland College for Women	Highland Park, Ill. ...	Name changed to Highland Hall Col- ..
		lege for Women.
Moravian Seminary for Young Ladies.	Hope, Ind.	Closed for the present.
Tarrant College	Crab Orchard, Ky. ...	Closed.
Warrendale Female College	Georgetown, Ky.	Closed.
South Kentucky Female College	Hopkinsville, Ky.	Opened September, 1881, to both sexes; ..
		see Table IX.
Sylvester-Larned Institute for Young ..	New Orleans, La.	Closed.
Ladies.		
Oread Collegiate Institute	Worcester, Mass.	Suspended.
St. Joseph Female College	St. Joseph, Mo.	Closed.
Judson College	Hendersonville, N. C.	For both sexes, see Table VI.
Louisburg Female College	Louisburg, N. C.	Not in existence.
Rose Ridge Seminary	Portsmouth, Ohio.	Closed.
La Grange Female College	La Grange, Tenn.	Superseded by La Grange Female ..
		School, see Table VI.
Chappell Hill Female College	Chappell Hill, Tex. ...	See Soule College.
Lamar Female College	Paris, Tex.	Name changed to Woodlawn Female ..
		College.
Mozart Institute	Staunton, Va.	Closed.

TABLE IX.—Statistics of universities and colleges for 1881; from replies to inquiries by the United States Bureau of Education.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
						Number of instructors.	Students.				Preparing for special course.	Preparing for general course.
							Male.	Female.	Preparing for special course.	Preparing for general course.		
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Southern University.....	Greensboro', Ala.	1856	1859	M. E. South.	Prof. J. S. Moore, chairman of faculty.	1	20					19
2 Howard College.....	Marion, Ala.	1843	1843	Baptist.	James T. Murfee, LL. D.	1						
3 University of Alabama.....	Tuscaloosa, Ala.	1820	1831	Non-sect.	Barwell Boykin Lewis, LL. D.							
4 Case Hill College.....	Boonville, Ark.	1852	1852	Cumb. Presb.	Rev. F. R. Earle, A. M.		73	50				
5 Arkansas Industrial University	Fayetteville, Ark.	1871	1871	Non-sect.	Gen. D. H. Hill, LL. D.	66	40	45				
6 Judson University.....	Jacksonville, Ark.	1871	1875	Baptist.	Richard S. James, LL. D.	2	15	20	22			
7 St. John's College of Arkansas*	Little Rock, Ark.	1860	1869	Non-sect.	Rev. Leo Baker, A. M.	4	48		16	23		
8 College of St. Augustine.....	Benicia, Cal.	1868	1867	P. E.	Rev. J. H. D. Wingfield, D. D., LL. D.	0	0	0	0	0		0
9 University of California*	Berkeley, Cal.	1868	1869	Non-sect.	John LeConte, A. M., M. D., LL. D.	2	603	8	8			
10 Pierce Christian College.....	College City, Cal.	1874	1874	Christian.	James C. Keith, A. B.	2	40	16	8	11		
11 St. Vincent's College*	Los Angeles, Cal.	1869	1867	R. C.	Rev. M. V. Richardson, C. M.	4	40	16	8	11		
12 University of Southern California.	Los Angeles, Cal.	1880	1880	M. E.	Rev. M. M. Boyard, A. M.	4	40	16	8	11		
13 St. Ignatius College*	San Francisco, Cal. (cor. Hayes street and Nicas avenue).	1859	1855	R. C.	Rev. R. E. Kenna, S. J.	9	651					
14 St. Mary's College.....	San Francisco, Cal.	1872	1883	R. C.	Rev. Brother Battellin.	2	60		20	20		
15 Santa Clara College.....	Santa Clara, Cal.	1855	1851	R. C.	Rev. John Pimaco, S. J.	2	15	0	8	6		
16 University of the Pacific.....	Santa Clara, Cal.	1862	1862	M. E.	Rev. C. C. Stratton, D. D.	7	94	47	11	180		
17 Pacific Methodist College.....	Santa Rosa, Cal.	1862	1861	M. E. South.	Rev. W. A. Finley, A. M., D. D.	83	33	21	43	11		
18 Heopertian College.....	Woodland, Cal.	1869	1861	Christian.	A. M. Eaton, A. M.	40	50	19	19	32		
19 University of Colorado.....	Boulder, Colo.	1875	1877	Non-sect.	Joseph A. Sewall, M. D., LL. D.	45	28	27	27	28		
20 Colorado College.....	Colorado Springs, Colo.	1874	1874	Non-sect.	Rev. E. P. Tenney.	3	35	15	10	9		
21 University of Denver.....	Denver, Colo.	1880	1880	M. E.	Rev. David H. Moore, A. M., D. D., chancellor.	3	35	15	10	9		

No.	Institution	City	Year	Denomination	Faculty	Students	Value of property	Value of equipment	Value of library	Value of other property	Total value	Per cent. increase	Remarks
24	Yale College	New Haven, Conn.	1831	M. E.	Rev. John Wesley Beach, D.D., LL.D.	20	0	0	0	0	0	0	
25	Dalhousie College	New Brunswick, N.S.	1827	Non-sect.	Rev. Nath Porter, D.D., LL.D.	0	0	0	0	0	0	0	
26	University of Georgia	Athens, Ga.	1801	Non-sect.	Rev. P. H. Mell, D.D., LL.D., Chancellor	2	0	0	0	0	0	0	
27	Atlanta University	Atlanta, Ga.	1869	Non-sect.	Edmund A. Ware, A. M.	20	0	0	0	0	0	0	
28	Clark University	Atlanta, Ga.	1860	M. E.	Rev. E. O. Thayer, A. M.	12	0	0	0	0	0	0	
29	Merced University	Macon, Ga.	1837	Baptist	Rev. Archibald J. Battle, D.D.								
30	Pio Nono College	Macon, Ga.	1836	R. C.	Rev. William H. Groves, D.D.								
31	Emory College	Oxford, Ga.	1837	M. E. South	Rev. Attilio G. Haygood, D.D.	2	48	0	0	0	0	0	
32	Abundant College	Abingdon, Ill.	1855	Christian	Francis M. Bruner, A. M.	52	22	14	0	0	0	0	
33	Reading College	Abingdon, Ill.	1875	M. E.	Rev. George W. Peck, A. M., LL. D.	62	60	0	0	0	0	0	
34	Illinois Wesleyan University	Bloomington, Ill.	1850	M. E.	Rev. W. H. H. Adams, D. D.	183	91	8	25	0	0	0	
35	St. Viateur's College	Bourbonnais Grove, Ill.	1874	R. C.	Very Rev. Peter Besudoin, C. S. V.	8	100	0	0	0	0	0	
36	Blackburn University	Carlinville, Ill.	1859	Presbyterian	Rev. E. L. Hard, D. D.	3	113	60	34	139	0	0	
37	Carthage College	Carthage, Ill.	1870	Lutheran	Rev. J. A. Kunkelmann, A. M.	52	15	0	0	0	0	0	
38	St. Ignace College	Chicago, Ill. (413 W. 12th st.)	1869	R. C.	Rev. Thomas O'Neil, S. J.	3	70	0	0	0	0	0	
39	University of Chicago	Chicago, Ill.	1859	Baptist	Rev. Gahusha Anderson, S. T. D.	1	43	9	17	16	0	0	
40	Eureka College	Eureka, Ill.	1855	Christian	Rev. H. W. Everest, A. M.	7	115	88	53	134	0	0	
41	Northwestern University	Evanston, Ill.	1851	M. E.	Rev. Joseph Cummings, D.D., LL.D.	4	61	23	0	0	0	0	
42	Ewing College	Ewing, Ill.	1847	Baptist	Rev. John Washburn, A. M., D. D.	7	115	88	53	134	0	0	
43	Knox College	Galesburg, Ill.	1837	Baptist	Rev. John Washburn, A. M., D. D.	7	115	88	53	134	0	0	
44	Lombard University	Galesburg, Ill.	1837	Non-sect.	Rev. John Washburn, A. M., D. D.	7	115	88	53	134	0	0	
45	Irvington College	Irvington, Ill.	1851	Universalist	Rev. Edgar W. Clarke, A. M.	2	24	23	6	5	0	0	
46	Illinois College	Jacksonville, Ill.	1835	Non-sect.	Rev. Nelsmiah White, P. T. D.	2	24	23	6	5	0	0	
47	Lake Forest University	Lake Forest, Ill.	1856	Non-sect.	Rev. Daniel S. Crampton, A. M. (acting)	5	93	35	20	20	0	0	
48	McKendree College	Lebanon, Ill.	1834	M. E.	Rev. Daniel S. Crampton, A. M., D. D.	5	93	35	20	20	0	0	
49	Lincoln University	Lincoln, Ill.	1855	Cumb. Pres.	Rev. Daniel S. Crampton, A. M., D. D.	5	93	35	20	20	0	0	
50	Monmouth College	Monmouth, Ill.	1857	United Pres.	Rev. Daniel S. Crampton, A. M., D. D.	5	93	35	20	20	0	0	
51	Mt. Morris College	Mt. Morris, Ill.	1840	Ger. Baptist	Rev. J. L. McCulloch, D. D., LL. D.	114	40	75	79	27	0	0	
52	Northwestern College	Naperville, Ill.	1840	Evangel. Asso.	Rev. J. L. McCulloch, D. D., LL. D.	114	40	75	79	27	0	0	
53	Chadwick College	Quincy, Ill.	1853	M. E.	Rev. A. A. Smith, A. M.	7	176	87	8	138	0	0	
54	Augustana College	Rock Island, Ill.	1843	Evangel. Luth.	Rev. T. Long, LL. D.	5	140	27	7	26	0	0	
55	St. Joseph's College	St. Joseph, Mo.	1881	R. C.	Rev. T. N. Hesselquist, D. D.	5	94	52	85	27	0	0	
56	Shurtleff College	Upper Alton, Ill.	1835	Baptist	Very Rev. P. Mauritus Klostermann, O. S. F., rector.	3	55	16	28	43	0	0	
57	Illinois Industrial University	Urbana, Ill.	1867	Non-sect.	Rev. A. A. Kendrick, D. D.	3	55	16	28	43	0	0	
58	Westfield College	Westfield, Ill.	1865	United Breth.	Salim H. Feabody, Ph. D., LL. D., regent.	3	55	16	28	43	0	0	
59	Wheaton College	Wheaton, Ill.	1828	Non-sect.	Rev. Samuel B. Allen, D. D.	2	73	44	4	0	0	0	
60	The Indiana University	Bloomington, Ind.	1820	Non-sect.	Rev. Jonathan Blanchard	3	233	154	25	0	0	0	
61	Wabash College	Crawfordsville, Ind.	1834	Presbyterian	Rev. Lemuel Moss, D. D.	3	63	120	147	25	0	0	
62	Concordia College	Fort Wayne, Ind.	1850	Evangel. Luth.	Rev. Joseph F. Tuttle, D. D.	3	83	33	35	0	0	0	
63	Fort Wayne College	Fort Wayne, Ind.	1847	M. E.	F. Zucker	12	253	137	15	14	0	0	
64	Franklin College	Franklin, Ind.	1844	Baptist	Rev. W. F. Youniss, A. M.	12	253	137	15	14	0	0	

These statistics are for the year 1880.

Reorganized in 1879.

Since succeeded by J. M. Allen, A. M.

See Table X, Part I.

See report of Knox Academy, Table VII.

Includes those preparing for laurate course.

Preparatory department is identical with Whipple Academy (See Table VII).

Preparatory department only in operation.

From Report of the Commissioner of Education for 1880.

Includes report of normal department.

Since succeeded by William T. Reid, A. M.

Total for all departments.

Reorganized in 1881 under State law.

Reorganized in 1881 under State law.

TABLE IX.—Statistics of universities and colleges for 1881, &c.—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Indiana Asbury University.....	Greencastle, Ind	1837	1837	M. E.	Rev. Alexander Martin, D. D., LL. D.	7	150	50			
Hanover College.....	Hanover, Ind	1833	1837	Presbyterian	Rev. D. W. Fisher, D. D.	2	52	11	60	3	
Hartsville University.....	Hartsville, Ind	1831	1832	United Breth.	Rev. C. H. Kincaid, A. M.	1	59	34	16	77	
Burler University.....	Irrington, Ind	1830	1835	Christian	Harvey W. Everett, LL. D.	3	46	24			
Union Christian College.....	Merom, Ind	1839	1836	Christian	Rev. Thomas C. Smith, A. M.	3	74	34	16	29	
Moore's Hill College.....	Moore's Hill, Ind	1853	1836	M. E.	Rev. J. F. D. John, A. M.	1	44	20			
University Notre Dame du Lac.....	Notre Dame, Ind	1844	1847	R. C.	Very Rev. Thomas E. Walsh, O. S. B.	18	180				
Earlham College.....	Richmond, Ind	1839	1847	Friends	Joseph Moore, LL. D.	5	70	69	36	27	
Ridgeville College.....	Ridgeville, Ind	1867	1867	F. W. B.	Rev. Samuel D. Bates, A. M.	7	73	50	26	93	
St. Meinrad, Ind	St. Meinrad, Ind	1853	1857	R. C.	Rt. Rev. Fintan Mundwiler, O. S. B.	6					
Amity College.....	College Springs, Iowa.	1853	1857	Non-sect.	Rev. S. C. Marshall, A. M.	3	110	94	(204)	86	616
Grissold College.....	Davenport, Iowa.	1859	1859	P. E.	Rt. Rev. Wm. Stevens Perry, D. D., LL. D.	2	60		24		
Norwegian Luther College.....	Decorah, Iowa.	1866	1861	Lutheran	Rev. Laur. Larsen		67		667		
Drake University.....	Des Moines, Iowa	1878	1866	Baptist	George T. Carpenter, A. M.		90	45			
University of Des Moines.....	Des Moines, Iowa	1865	1873	R. C.	George Dana Furinton, A. M.	4	90	45	20	10	
St. Joseph's College.....	Dubuque, Iowa	1873	1873	R. C.	Very Rev. P. J. McGrath.	5	40		20	10	
Parsons College.....	Fairfield, Iowa	1875	1875	Presbyterian	Rev. T. D. Ewing, D. D.	7	48	21	14	21	
Upper Iowa University.....	Fayette, Iowa	1857	1867	M. E.	Rev. John W. Bissell, D. D.	4	54	75	26	40	
Iowa College.....	Grinnell, Iowa	1847	1848	Cong.	Rev. George F. Magoun, D. D.	3	102	51			
Simpson Centenary College.....	Indianola, Iowa	1867	1868	M. E.	Rev. Edward Lammey Parks, A. M., D. D.	64	50	50	57	77	
State University of Iowa.....	Iowa City, Iowa	1847	1855	Non-sect.	Isaiah L. Richard, LL. D.	0	0	0	0	0	
German College.....	Mount Pleasant, Iowa	1878	1873	German M. E.	Rev. Wm. Balcke, A. M.	3	21	8	4	3	673
Lowa Wesleyan University.....	Mount Pleasant, Iowa	1835	1852	M. E.	Rev. W. J. Spaulding, Ph. D.	1	55	68	8	120	
Cornell College.....	Mount Vernon, Iowa	1867	1853	M. E.	Rev. Wm. F. King, D. D.	7	225	115	100	100	
Oaklands College.....	Oaklands, Iowa.	1857	1861	Christian	Ch. H. Loughlin, A. M.						

No.	Institution	Year	Friends	Baptist	Rev. William Trueblood, A. M. Rev. George Warren Gardner, S. T. D.	2	45	40	52	33
91	Central University of Iowa.....	1873 1853	1873 1854	Baptist	Benjamin Trueblood, A. M. Rev. George Warren Gardner, S. T. D.	1	40	35	41	24
92	Tabor College.....	1866	1866	Cong.	Rev. William M. Brooks, A. M.	4	53	26	20	8
93	St. Benedict's College.....	1868	1859	R. C.	Rev. Innocent Wolf, D. D., O. S. B.	2	62	24	24	38
94	Baker University.....	1858	1858	M. E.	Rev. W. H. Sweet, A. M.	8	106	103		
95	Highland University.....	1868	1866	Presb.	Rev. Robert Cruikshank, D. D.	3	35	18		
96	University of Kansas.....	1868	1866	Non-sect.	Rev. James Marvin, D. D.	3	166	111		
97	Lane University.....	1862	1862	United Breth.	T. B. Bartlett, A. M.	2	39	24		
98	Ottawa University.....	1860	1865	Baptist	N. M. Stewart, A. M.	1	40	26		
99	St. Mary's College.....	1869	1869	R. C.	Rev. A. G. van der Eerden, S. J.	2	30	57	18	17
100	Washington College.....	1856	1863	Cong.	Rev. Peter McVicar, M. A., D. D.	3	72	38	29	
101	St. Joseph's College.....	1824	1819	R. C.	Rev. Wm. P. Mackin.	1	30	0	13	17
102	Berea College.....	1865	1858	Non-sect.	Rev. E. H. Fairchild, D. D.	7	134	101	10	
103	Cecil College.....	1867	1860	R. C.	H. A. Cecil, A. M.	2	80		60	20
104	Central College.....	1819	1822	Presb.	Ormond Beatty, LL. D.	1				
105	Emigence College.....	1856	1857	Christian	W. S. Gilkner	1				
106	Kentucky Military Institute.....	1845	1845	Non-sect.	Col. Robert D. Allen, M. D., C. E., superintendent	1	90	0	20	30
107	Georgetown College.....	1829	1831	Baptist	Rev. Richard M. Dudley, D. D.	2	24		12	12
108	South Kentucky College.....	1849	1849	Baptist	R. C. Cave, M. A.					
109	Kentucky University.....	1858	1859	Christian	Charles Louis Loos	1	25		13	12
110	Kentucky Wesleyan College.....	1860	1866	Methodist	D. W. Bateson, A. M.					
111	Murray Male and Female Institute and West Kentucky Normal School.....	1870	1871	Non-sect.	Dean Babbitt					
112	Concord College.....	1868	1868	Baptist	James Rice	1	15	17	15	15
113	Central University.....	1873	1874	So. Presb.	Rev. L. H. Blanton, D. D., chancellor	2	70		60	10
114	St. Mary's College.....	1837	1821	R. C.	Rev. David Fennessy, C. B.		8		(8)	
115	Louisiana State University and Agricultural and Mechanical College.....	1853 1874	1860 1874	Non-sect.	Col. Wm. Preston Johnston	1	40			
116	Jefferson College (St. Mary's).....	1861	1864	R. C.	Very Rev. J. B. Bigot, S. M.		86		50	
117	St. Charles College.....	1852	1837	R. C.	Rev. Jno. Montilot, S. J.					
118	Centenary College of Louisiana.....	1825	1825	M. E. South	Rev. C. G. Andrews, A. M., D. D.	1	89			a123
119	College of the Immaculate Conception.....	1856	1847	R. C.	Very Rev. T. W. Butler, S. J.	8	164			
120	Leland University.....	1870	1874	Baptist	Rev. Seth J. Artell, Jr.	25	963	953		68
121	New Orleans University.....	1873		M. E.	Isaac N. Fallow, A. M.	1	45	39		
122	Straight University.....	1869	1870	Cong.	Rev. W. S. Alexander, D. D.	6	132	99	57	33
123	University of Louisiana.....	1847	1878	Non-sect.	Hon. Randall Hunt, LL. D.	0	180	0	0	0
124	Bowdoin College.....	1794	1802	Cong.	Joshua Lawrence Chamberlain, LL. D.	0	0	0	0	0
125	Bates College.....	1863	1863	F. W. Baptist	Rev. Oren B. Cheney, S. T. D.	3	39	6	44	0
126	Colby University.....	1820	1818	Baptist	Rev. Henry E. Robbins, D. D.					
127	St. John's College.....	1784	1780	Non-sect.	William H. Hopkins, A. M., acting vice president	2	35			
128	Baltimore City College.....	0	1839	Non-sect.	William Elliott, Jr.					

f Under the amended charter.
g Total for all departments.

c These are in English course.
d New charter in 1881.
e As an institution for the higher education of women; recently amended so as to admit both sexes.

* From Report of the Commissioner of Education for 1880.
a These are in commercial course.
b Includes 8 preparing for normal course.

[illegible]

From Report of the Commissioner of Education for 1880.

^a These are in elementary studies.

^b Includes students in biblical and teachers' course.

^c 77 are preparing for ladies' course.

^d Suspended for several years; Baldwin school, preparatory department, was reopened September, 1880.

^e Includes students preparing for literary course. These are in English and musical departments.

^f These statistics are for the year 1880.

^g Since succeeded by John E. Vertrees, A. M.

^h Total for all departments.

ⁱ See reports of Smith Academy (Table VII) and Mary Institute (Table VIII).

l At Osceola; removed to Fullerton in 1881.
l Preparatory department only organized.
m Preparatory department is identical with Rutgers College Grammar School (Table VII).

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	Principal.	Preparatory department.												Number of students unclassified.
						Number of instructors.	Students.						Preparing for classical course.	Preparing for scientific course.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Preparing for scientific course.							
1	2	3	4	5	6	7	8	9	10	11	12	13						
St. Bonaventure's College.....	Allegany, N. Y.	1876	1889	R. C.	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	8	59		38	21								
St. Stephen's College.....	Annapolis, N. Y.	1890	1890	Prot. Epis	Rev. Robert B. Fairbairn, D. D., LL. D.		11	0	11	0								
Wells College.....	Aurora, N. Y.	1868	1898	Presb.	Rev. Edward S. Friebec, D. D.			48	39	9								
Brooklyn Collegiate and Polytechnic Institute.....	Brooklyn, N. Y.	1864	1885	Non-sect	David H. Cochran, Ph. D., LL. D.	22	562	0	120	2800								
St. John's College.....	Brooklyn, N. Y.	1878	1879	R. C.	Rev. A. J. Meyer, C. M.	4	85	0										
Canisius College.....	Buffalo, N. Y.	1881	1870	R. C.	Rev. Martin Fort, S. J.	12												
St. Joseph's College.....	Buffalo, N. Y.	1891	1901	R. C.	Brother Frank	6	220											
St. Lawrence University.....	Canton, N. Y.	1856	1888	Universalist.	Rev. Absalom G. Gaines, D. D.	0	0	0	0	0								
Hamilton College.....	Clinton, N. Y.	1817	1812	Presb.	Rev. Henry Darling, D. D., LL. D.													
Elmira Female College.....	Elmira, N. Y.	1855	1855	Presb.	Rev. Augustus W. Cowles, D. D.													
St. John's College.....	Fordham, N. Y.	1846	1841	R. C.	Rev. F. Wm. Gockeln, S. J.	5	90	30	30	50	538							
Hobart College.....	Geneva, N. Y.	1825	1824	P. E.	Rev. Robt. Graham Hinsdale, S. T. D.	0	0	0	0	0	0	0	0					
Madison University.....	Hamilton, N. Y.	1846	1820	Baptist.	Rev. Ebenezer Dodge, D. D., LL. D.	(c)	(c)	0	(c)	(c)	0	0	0					
Cornell University.....	Ithaca, N. Y.	1865	1868	Non-sect.	Hon. Andrew Dickson White, LL. D.	0	0	0	0	0	0	0	0					
Ingham University.....	Le Roy, N. Y.	1867	1885	Presb.	Mrs. E. E. Ingham Staunton, A. M., vice chancellor.	2		80										
College of St. Francis Xavier.....	New York, N. Y.	1861	1847	R. C.	Rev. Samuel H. Friebec, S. J.	10	276		276									
College of the City of New York.....	New York, N. Y.	1847	1848	Non-sect.	Alexander Stewart Webb, LL. D.	15	329		139	190	6244							
Columbia College.....	New York, N. Y.	1754	1764	Non-sect.	Frederick A. P. Barnard, S. T. D., LL. D., LL. D.													
Manhattan College.....	New York, N. Y. (Grand Boulevard and One hundred and thirty-second street).	1868	1869	R. C.	Rev. Brother Anthony	20	524											

209	St. Louis College*	491 Fifth avenue.	1880	R. C.	John P. Brophy,	59	0	(58)		
210	New York, N. Y.	New York, N. Y.	1880	Non-sect.	Rev. Howard Crosby, D. D., LL. D.,					
211	Vassar College	Poughkeepsie, N. Y.	1865	Non-sect.	Rev. Samuel L. Caldwell, D. D.	69				
212	University of Rochester	Rochester, N. Y.	1860	Baptist	Rev. Martin B. Anderson, LL. D.					
213	Union College*	Schenectady, N. Y.	1795	Non-sect.	Rev. Eliphaz Nott Potter, D. D., LL. D.	7	80	100	43	20
214	College and Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1863	R. C.	Very Rev. Patrick V. Kavanagh, C. M.					
215	Syracuse University	Syracuse, N. Y.	1870	M. E.	Rev. Charles N. Sims, D. D., chancellor.	0	0	0	0	0
216	University of North Carolina*	Chapel Hill, N. C.	1789	Non-sect.	Kemp P. Battle, LL. D.	0				
217	Biddle University*	Charlotte, N. C.	1877	Presb.	Rev. Stephen Mattoon, D. D.	4	120			40
218	Davidson College*	Davidson College, N. C.	1837	Presb.	Rev. A. D. Hepburn, D. D., LL. D.	1	8			8
219	North Carolina College	Mt. Pleasant, N. C.	1809	Ev. Luth.	Rev. L. A. Bickle, D. D.	1	66			25
220	Shaw University	Raleigh, N. C.	1868	Baptist	Rev. L. M. Tupper, A. M.					12
221	Rutherford College	Rutherford College, N. C.	1871	Non-sect.	Rev. Robt. L. Abernethy, A. M., D. D.	A188	A54			74
222	Trinity College*	Trinity College, N. C.	1852	M. E. So.	Rev. E. Craven, D. D., LL. D.	14	18			10
223	Wake Forest College	Wake Forest College, N. C.	1834	Baptist	Rev. Thos. Henderson Pritchard, D. D.	1	50			4
224	Weaver College	Weaver College, N. C.	1873	Non-sect.	E. M. Gooley, A. M.	1	77	29	8	12
225	Buckley College	Akron, Ohio	1870	Universalist	Rev. Orsello Cone, D. D.	6	73	67	339	101
226	Ashland College	Ashland, Ohio	1878	Gen. Baptist	Elder R. H. Miller	3	42	15		
227	Ohio University	Athens, Ohio	1804	Non-sect.	William H. Scott	3	34	31		
228	Baldwin University	Berea, Ohio	1856	M. E.	Aaron Schuyler, LL. D.	3	125	77	50	65
229	German Wallace College	Berea, Ohio	1864	M. E.	Rev. Wm. Nast, D. D.	3	23	1	9	6
230	Hebrew Union College	Cincinnati, Ohio	1874	Jewish	Isaac Meir Wise	3	22			
231	St. Joseph's College	Cincinnati, Ohio	1873	R. C.	Rev. P. J. Hurth, C. S. C.	6	170			60
232	St. Xavier College	Cincinnati, Ohio	1831	R. C.	Rev. J. I. Coughlin, S. J.	6	240			100
233	University of Cincinnati	Cincinnati, Ohio	1870	Non-sect.	Thomas Vickers, D. D., rector	0	0	0	0	0
234	Farmers' College	College Hill, Ohio	1846	Non-sect.	P. V. N. Myers, A. M.	1	21	8	1	28
235	Capital University	Columbus, Ohio	1860	Ev. Luth.	Rev. M. Loy, A. M.	1	27			20
236	Ohio Wesleyan University*	Columbus, Ohio	1870	Non-sect.	Edward Orton, Pitt. D. C.	(b)	(b)			
237	Ohio Wesleyan University	Delaware, Ohio	1842	M. E.	Rev. Charles H. Payne, D. D., LL. D.	260	102			86
238	Kenyon College*	Gambier, Ohio	1824	P. E.	Rev. William B. Bodine, D. D.	10	116			
239	Denison University	Granville, Ohio	1823	Baptist	Rev. Alfred Owen, D. D.	8	170			35
240	Hiram College	Hiram, Ohio	1867	Disciples	Burke A. Hinsdale, A. M.	3	4			15
241	Western Reserve College	Hudson, Ohio	1826	Presb. & Cong.	Rev. Carroll Cutler, D. D.	2	48	5		74
242	Ohio Central College	Iberia, Ohio	1839	Non-sect.	Rev. J. P. Robb, A. M.	39	43			4
243	Marietta College	Marietta, Ohio	1835	Non-sect.	Rev. Israel Ward Andrews, D. D., LL. D.	2	106			80
244	Mt. Union College	Mt. Union, Ohio	1858	Non-sect.	O. N. Hartshorn, LL. D.	07	115	40		

* From Report of the Commissioner of Education for 1880.
 † Total for all departments.
 ‡ Includes students preparing for philosophical course.
 § As Baldwin University; founded in 1845 as Baldwin Institute.
 † Since succeeded by Rev. Walter Q. Scott, A. M.
 ‡ See Table X, Part I.
 † Preparing for philosophical course.
 ‡ These are in commercial course.
 § Catalogue 1881-'82 gives Rev. John Hall, D. D., chancellor ad interim.
 ¶ These statistics are for the year ending June, 1881; since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.
 † Preparatory and normal.

TABLE IX.—*Statistics of universities and colleges for 1891, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for special course.	
1	2	3	4	5	6	7	8	9	10	11	12
Franklin College.....	New Athens, Ohio.....	1825	1825	Non-sect.	Rev. George C. Vincent, D. D.	28	28	8			
Mankin College.....	New Concord, Ohio.....	1827	1827	United Presb.	Rev. F. M. Spencer.....	64	64	25	30	59	
Oberlin College.....	Oberlin, Ohio.....	1833	1833	Cong.	Rev. James H. Fairchild.....	300	300	250	269	6371	
Richmond College.....	Richmond, Ohio.....	1835	1835	F. W. Baptist.	M. Stahl.....	2	2	25	5	22	
Scio College.....	Rio Grande, Ohio.....	1876	1876	M. E.	Albanus A. Moulton, A. M.	2	80	25	5		
Miami Valley College.....	Scio, Ohio.....	1866	1866	Friends.	John W. Ravell, Ph. D.	2	(114)	30			
Wittenberg College.....	Springboro, Ohio.....	1875	1875	Ev. Luth.	Eugene H. Foster, A. M.	5	88	30	10	45	
Heidelberg College.....	Springfield, Ohio.....	1845	1845	Reformed.	Rev. J. B. Helwig, D. D.	3	80	10			
Urbana University.....	Tiffin, Ohio.....	1850	1850	New Church.	Rev. Geo. W. Willard, D. D.	74	74	27			
Ottawa University.....	Urbana, Ohio.....	1850	1850	United Breth.	Rev. Frank Sewall, A. M.	5	41	37			
Wilberforce University.....	Westerville, Ohio.....	1847	1847	Af. M. E.	Rev. H. A. Thompson, D. D.	3	66	27	33	60	
Willoughby College.....	Wilberforce, Ohio.....	1863	1863	Meth.	Rev. Benjamin F. Lee, D. D.		38	35	14	51	
Wilmington College.....	Willoughby, Ohio.....	1876	1876	Friends.	James B. Underbank, D. D.		116	60	72	1	
University of Wooster.....	Wooster, Ohio.....	1863	1863	Presb.	Rev. Archibald A. E. Taylor, D. D.	3	51	18	43		
Antioch College.....	Yellow Springs, Ohio.....	1832	1832	Non-sect.	Samuel C. Derby, A. M.	2	60	50			
Corvallis College.....	Corvallis, Oreg.....	1868	1868	Non-sect.	E. L. Arnold, A. M.	2	35	34	22	47	
University of Oregon*.....	Eugene City, Oreg.....	1876	1876	Evangel.	John W. Johnson, A. M.	2	74	49			
Pacific University and Tualatin Academy.....	Forest Grove, Oreg.....	1854	1854	Non-sect.	Rev. J. R. Herrick, B. T. D.	2	60	44	40	464	
Blue Mountain University*.....	La Grande, Oreg.....	1876	1876	Baptist.	Rev. G. E. Ackerman, A. B., S. T. B.	4	48	48	14	5	
McMinnville College.....	McMinnville, Oreg.....	1857	1857	Christian.	E. C. Andersen.....	3	44	36	26	66	
Philomath College.....	Philomath, Oreg.....	1865	1865	United Breth.	T. P. Campbell, A. M.	2	70	30	27	73	
Salmon College.....	Salmon, Oreg.....	1868	1868	M. E.	Rev. Wayne S. Walker, A. M.	6	80	55	105		
Williamette University*.....	Salmon, Oreg.....	1858	1858	Ev. Luth.	Thomas Van Scoy, A. M., B. D.	6	108	94	94		
Washington College.....	Albiontown, Pa.....	1867	1867	United Breth.	Rev. Benjamin Sadtler, D. D.	1	62	24	10	6	
Lebanon Valley College.....	Annyville, Pa.....	1807	1806	United Breth.	Rev. D. D. DeLong, A. M.	1	62	24	10	6	

1733	1783	M. E.	Rev. James A. McCauley, D. D.	1	27	3	23	3
1733	1783	Non-sect.	Col. Theodore Hyatt, M. A.	0	25	0	25	0
1733	1783	Presb.	Rev. Wm. C. Castell, D. D., LL. D.	0	0	0	0	0
1733	1783	Ref. German	Rev. J. E. A. Bomberger, D. D.	3	52			
1733	1783	Ev. Luth.	Rev. Milton Valentine, D. D.	2	46		44	2
1733	1783	Ev. Luth.	Rev. H. W. Roth, A. M.	2	21	5	34	
1733	1783	Friends	Thomas Chase, LTT. D., LL. D.					
1733	1783	Baptist	Rev. H. K. Craig, D. D.					
1733	1783	Reformed	Rev. Thomas G. Apple, D. D.	3	51		85	
1733	1783	Baptist	Rev. David J. Hill, A. M.	0	0	0	0	0
1733	1783	Non-sect.	Rev. Isaac N. Randall, D. D.	4	63			
1733	1783	R. C.	Bro. Lawrence O'Donnell	10	65		12	
1733	1783	M. E.	Rev. Lucius H. Bugbee, D. D.	3	137	35	172	
1733	1783	United	Rev. E. E. Hughes, D. D.	1	17	14	13	
1733	1783	Reformed Presb.	Rev. E. T. Jackson, D. D.	2	34	17	39	12
1733	1783	R. C.	Brother Romuald	12	180		75	38
1733	1783	R. C.	Rev. B. Villiger, S. J.	8	245	216	12	
1733	1783	Non-sect.	William Pepper, A. M., M. D., LL. D.	3	50		40	
1733	1783	R. C.	Rev. F. W. Fowler	4	150		103	107
1733	1783	Non-sect.	Rev. Henry M. MacCracken, D. D., chancellor.	3			43	
1733	1783	Prot. Epis.	Robert A. Lamberton, LL. D.	0	0	0	0	0
1733	1783	Friends	Edward H. Magill, A. M.	4	80	56	43	67
1733	1783	R. C.	Rev. Joseph A. Coleman, O. S. A.					
1733	1783	Presb.	Rev. George P. Hays, D. D.	2	36			
1733	1783	Non-sect.	Rev. E. G. Robinson, D. D., LL. D.					
1733	1783	Non-sect.	F. W. Capers, chairman of faculty.	0	0	0	0	0
1733	1783	Non-sect.	William Porcher Miles					
1733	1783	Asso. Ref. Pres.	Rev. W. M. Grier, D. D.	1	23	21	2	
1733	1783	Baptist	Rev. James C. Furman, D. D.	1	83			
1733	1783	Ev. Luth.	Rev. G. W. Holland, A. M.	1	25		12	13
1733	1783	Meth. Epis.	Rev. Edward Cooke, A. M., S. T. D.	4	86	54	14	4
1733	1783	M. E. So.	James H. Carlisle, A. M., LL. D.					
1733	1783	Presb.	Rev. John R. Riley, chairman	1	87			
1733	1783	Meth. Epis.	Rev. John F. Spence, S. T. D.	2	100	40	40	100
1733	1783	Presb.	Rev. J. D. Tadlock, D. D.	1	70		26	
1733	1783	Presb.	Rev. J. N. Waddel, D. D., LL. D., chapccllor.					
1733	1783	M. E. South.	Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
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1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
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1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
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1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733	1783		Rev. John H. Brunner, A. M., D. D.					
1733								

* From Report of Commissioner of Education for 1890. *g* Date of charter and organization of Jefferson College; *j* Institution undergoing reorganization; figures are for Washington College was chartered and organized in 1890.
a Preparing for literary course.
b Reported in 1890 as suspended; reorganized in the 1890's and the two institutions were united in 1895. **k** The female department is at Sweetwater, seven miles from Hiwassee College.
c Since succeeded by Rev. James D. Moffat, D.D.

from Hiwassee College.

iSuspended for several years; the South Carolina College

^aIncludes students preparing for other courses.

¹ See report of University Academy.

Author's Note: I thank the referees for their helpful comments.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.	Preparatory department.				Number of students unclassified.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12	13
309	Southwestern Baptist University	Jackson, Tenn.	1874	1875	Baptist	George W. Jarman, M. A., LL. D.	1	38	20	18	...	...
310	University of Tennessee: Tennessee Agricultural College.	Knoxville, Tenn.	1867	1868	Non-sect.	Rev. Thomas W. Hynes, S. T. D.	3	92	0	8	284	...
311	Cumberland University.	Lebanon, Tenn.	1842	1842	Cumb. Pres.	Nathan Green, LL. D., chancellor.	2	100	...	...	...	...
312	Bethel College.	McKenzie, Tenn.	1850	1850	Cumb. Pres.	Rev. W. W. Hendrix, D. D.	5	100	54	53	...	...
313	Maryville College.	Maryville, Tenn.	1842	1842	Presb.	Brother Maurelian.	5	110	20	25	...	...
314	Christian Brothers' College.	Memphis, Tenn.	1872	1871	R. C.	Rev. J. C. Barb, A. M.	5	120	15	2	10	...
315	Mosheim Institute.	Mosheim, Tenn.	1870	1869	Lutheran	Rev. N. B. Goforth, D. D.	2	108	...	...	...	...
316	Carson College.	Knox Creek, Tenn.	1853	1850	Baptist	Rev. John Braden, D. D.	3	12	6	18	...	...
317	Central Tennessee College.	Nashville, Tenn.	1866	1866	Meth. Epis.	Rev. E. M. Gravath, M. A.	3	39	14	53	...	...
318	Flask University.	Nashville, Tenn.	1867	1866	Cong.	Laundon C. Garland, LL. D., chancellor.	0	0	0	0	0	0
319	Vanderbilt University.	Nashville, Tenn.	1873	1875	M. E. South.	Rev. T. T. Telfair Hodgson, D. D., vice chancellor.	5	66	...	...	...	...
320	University of the South.	Savannah, Tenn.	1838	1868	Prot. Epis.	T. W. Branta.	2	50	30	...	...	...
321	Burritt College.	Spencer, Tenn.	1850	1850	Christian	Rev. W. S. Doak, D. D.	2	51	7	58	...	...
322	Greenville and Tusculum College.	Tusculum, Tenn.	1794	1794	Non-sect.	James W. Terrill.	2	...	...	...	...	...
323	Winchester Normal.	Winchester, Tenn.	1856	1855	R. C.	Rev. A. M. Truichard.	4	100	0	12	20	...
324	St. Mary's University.	Galveston, Tex.	1856	1855	M. E. South.	Rev. Francis Ashbury Mood, D. D., regent.	Rev.	58	41	17	...	...
325	Southwestern University.	Georgetown, Tex.	1875	1849	M. E. South.	Lyman Gould, A. M.	66	565	671	...	...	...
326	Henderson Male and Female College.	Henderson, Tex.	1870	1873	Non-sect.	Rev. Wm. Carey Crane, D. D., LL. D.	1	35	12	23	...	...
327	Baylor University.	Independence, Tex.	1845	1846	Baptist	Rev. John Collier.	1	636	6154	100	131	...
328	Marshall Male and Female College.	Marshall, Tex.	1872	1869	Non-sect.	Rev. E. P. Palmer, D. D.	2	48	19	...	...	...
329	Austin College.	Austin, Tex.	1849	1850	Presb.	Rev. W. K. McLean, D. D.	2	104	93	9	...	...
330	Anna's University.	Tehuacan, Tex.	1870	1869	Cumb. Presb.	Rev. Rufus C. Harrison, D. D.	2	41	39	...	...	...
331	Waco University.	Waco, Tex.	1861	1867	Baptist.	...	5	...	...	...	...	78

	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
323 Marvin College.....																												
324 University of Vermont and State Agr. College.....																												
325 Middlebury College.....																												
326 Middlebury College.....																												
327 Middlebury College.....																												
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362 Middlebury College.....																												

* From Report of the Commissioner of Education for 1890.
 a Includes Latin science students.
 b Total for all departments.
 c These statistics are for the year 1890.
 d College is for the present virtually suspended; figures are for 1880.
 e Preparatory Greek class; preparatory department proper is discontinued.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																				No. of years in collegiate course.	No. of weeks in scholastic year.							
	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.						No. of fellowships.			No. of scholarships.						
	No. of faculty.	No. of resident professors and instructors.		No. of non-resident professors and lecturers.		No. of endowed professorships.	Fresh-man.	Sophomore.	Junior.	Senior.	Fresh-man.	Sophomore.	Junior.	Senior.		Special or optional students.	No. of graduate students.												
		No. of resident professors and instructors.	No. of non-resident professors and lecturers.											No. of endowed professorships.	Male.			Female.	Male.					Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
Southern University.....	4	4			41																		3	0	0	5	40		
Howard College.....	4	4	0	0	2130																		3	0	0	4	40		
University of Alabama.....	10	10			143	657	635	628	628																	4	38		
Cane Hill College.....	8				26																				(d)	0	4	40	
Arkansas Industrial University.....	11	6			2120	19	3	7	1	12	6	3	1	2									64	(d)	0	4	40		
Judson University.....	6	5	1		17	3	4	2	1	3	2	1	1												0	0	4	36	
St. John's College of Arkansas.....	8	8	0	0	168	16	12	7	10	5	7	6	2	10									43	0	0	5	40		
College of St. Augustine.....	6	6			48	4																			0	0	4	40	
University of California.....	36	33	5	0	2145	5	0	2																	0	0	4	40	
Pierce Christian College.....	5	8			22					1		0	(7)	3	4		2	1	3	0	1	1	0	0	0	4	32		
St. Vincent's College.....	11																									4	40		
University of Southern California.....	6																									4	40		
St. Ignatius College.....	12	12	3	0	79	15	5	5	5	5	5	6		15		17		7	0	26	0	3	0	0	0	4	43		
St. Mary's College.....	16	20	4	0	178	40	0	30	0	35	0	24	0					22	0	2	1	0	1	0	0	4	43		
Santa Clara College.....	7	6	1		60	5	1	4	1	2	1	3	1	1		19	10	6	4	3	1				0	0	4	40	
University of the Pacific.....	9	9			70	116	115	113		67	65	69	65													0	0	4	40
Pacific Methodist College.....	9	9																								0	0	4	40
Respirian College.....	6	6																								0	0	4	40
University of Colorado.....	8	6	0	0	42	(12)	(10)	(10)	(10)	(10)	(10)	(10)	(10)												0	0	4	39	
Colorado College.....	20																									0	0	4	35
University of Denver.....	9	6	3	0	8	1								1												0	0	4	40
Trinity College.....	12	8	4	3	101	24	22			38		18													748	0	4	36	
University of Wisconsin.....	20	20	0	9	103	640	640	61	632	61	632	61	620												0	0	4	38	
Yale College.....	30	30	0	0	295	133	164	164	164	164	164	120													50	44	3	4	37
Dartmouth College.....	20	20	2		84	4	7	4	2	0	0	9													1	1	4	30	39

[illegible]

From Report of the Commissioner of Education for 1880.

Total for all departments.

Under classical are included students in scientific

course.

Whole number of students in college classes proper.

See Table X, Part I.

*** These statistics are for the year 1880.**

j Includes students in other collegiate courses.

* Includes one only partially endowed.

These are graduates of the year 1881.

Preparatory department only in operation.

TABLE IX. — *Statistics of universities and colleges for 1931, § c.*—Continued.
 372.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																										No. of years in collegiate course.	No. of weeks in scholastic year.
	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.										Special or optional students.	No. of fellowships.			
	No. of resident professors and instructors.		No. of endowed professors.			Fresh-man.	Sophomore.	Junior.	Senior.	Fresh-man.	Sophomore.	Junior.	Senior.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.																								
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
University Notre Dame du Lac	24	10	0	0	144	8	6	2	2	0	8	1	2	8	6	2	2	1	0	1	0	14	34			4	41	
Kearney College	10	4	1	1	51	6	8	5	2	5	2	3	0	12	7	1	0	0	0	0	0	4	1		50	4	39	
St. Meinrad's College	9	4			12																					5		
St. Ann's College	7	4			12																					4	39	
Grisswald College	8	8	2	2	14																					4	38	
Norwegian Lutheran College	7	9	0	0	38																					4	38	
Drake University	78	226			6125																					1	4	
University of Des Moines	6	6	0	0	52	4	8	12	6	6	8	3	2												0	4	43	
St. Joseph's College	6	6	0	0	117																					4	39	
Parsons College	6	6	0	2	50	5	0	8	4	1	0	5	0	0	1	3	4	1	0	0	1	11	6	0	0	4	43	
Upper Iowa University	7				33	5	1	3	1	4																4	39	
Lowa College	12	12	0	0	180	422	419	411	425	411	412	417	414												12	4	384	
Simpson University	8				160	6	1	5	5	2	8	0	11												0	4	37	
State University of Iowa	10	16	0	0	243	39	10	24	9	27	11	21	11	25	7	12	5	7	0	2	0	20	0	0	0	4	38	
German College	7				27	41	6	2	2	2	2	2													0	4	40	
Iowa Wesleyan University	10	10	0	2	184	6	2	2	1	4																4	36	
Cornell College	12	12	0	3	120	4	3	12	3	6	1	3	1	31	27	8	9	5	5	8	0	8	1	0	175	4	37	
Oaklands College	35				6190																					4	40	
Penn College	6	6	2	0	56	41	40	40	40	44	46	42	44												0	4	37	
Central University of Iowa	8	8	0	5	92	5	0	4	2	1	3	2	0	14	4	2	3								0	4	36	
Tabor College	8	8	0	0	92	5	0	4	2	1	3	2	0	14	4	2	3								0	4	36	
St. Benedict's College	14	14			44	5	0	4	2	1	3	2	0	14	4	2	3								0	4	36	
Baker University	8	8	0	0	28	3	1	1	1	1	3	1	1	2	2	6	6	1	2	3	8	81	1	0	1	4	38	
Hughson University	8	8	0	0	28	3	1	1	1	1	3	1	1	2	2	6	6	1	2	3	8	81	1	0	1	4	38	
University of Kansas	17	17			156	428	419	410	44	7	44	45	40	413	10	9	3	4	1	5		25	1			4	39	

[illegible]

g Not prescribed.
h Three are only partially endowed.
i Total enrolment, including fellows.

^d Includes students in other collegiate courses.
^e Under classical are included students in scientific course.
^f These statistics are for the year 1880.

² These are normal students.
Total for all departments.
also five partially endowed.

e.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																										No. of years in collegiate course.	No. of weeks in scholastic year.
	Corps of instruction.				Students in classical course.				Students in scientific course.				Special or optional students.				No. of fellowships.											
	No. of faculty.	No. of resident professors and instructors.		No. of non-resident professors and lecturers.		No. of endowed professorships.		Whole number of students.	Fresh-man.		Sophomore.		Junior.		Senior.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
		13	14	15	16	17	18		19	20	21	22	23	24	25	26											27	28	29	30	31	32	33	34	35	36	37	38	39
141 Harvard College	56	11	11	13	2608	217	217	217	207	182	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	275	3	7	120	4	37	
142 Tufts College	12	11	1	0	63	19	15	12	10	10	3	8	3	3	3	3	3	3	3	3	3	1	0	0	28	4	37	
143 Williams College	12	11	1	41	253	88	64	56	45	45											1	0	0	32	4	38		
144 College of the Holy Cross.	18	9	8	1	80	15	4	13	3	10	2	5	2	10	13	8	12	10	7	3	5	84	2	0	0	4	39	
145 Adrian College.	9	10	10	0	166	12	8	9	9	7	8	7	2	10	13	8	12	10	7	3	5	84	2	0	0	4	40	
146 Albion College.	10	10	10	0	166	12	8	9	9	7	8	7	2	10	13	8	12	10	7	3	5	84	2	0	0	4	40	
147 University of Michigan*	33	33	14		521	14		2				1				5	2		1	2	1		10	0	4	40		
148 Battle Creek College	14	14																							5	40		
149 Grand Traverses College	2	19	19	5	176	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3				4	36		
150 Hilldale College	13	19	19	5	176	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3				4	36		
151 Hope College	5	6	6	1	35	4	2	9	0	8	2	8	0	1	1	1	1	1	1	1	1	1	1	1	2	4	40	
152 Kalamazoo College.	6	6	6	1	62	14	4	10	2	4	3	1	2	2	2	2	2	2	2	2	2	1	19	0	80	4	38	
153 Olivet College.	14	14	1	1	99	16	6	1	9	2	4	6	2	6	24	5	24	1	26	1	26	13	0	0	4	37		
154 Hamilton University	9	8	1	1	18	4				4					1										4	36		
155 Augsburg Seminary (Greek department).	6	6	0		50	21	9			11	9														4	35		
156 Macalester College	18	16	2		277	21	3	13	3	6	2	10	2	28	16	20	17	10	8	10	7	100	1	0	0	4	38	
157 University of Minnesota	11	11	0	0	63	7	43	47	42	10	2	9	4	8	1	8	1	1	1	1	1	2	0	0	0	4	38	
158 Carleton College.	11	11	0	0	63	7	43	47	42	10	2	9	4	8	1	8	1	1	1	1	1	2	0	0	0	4	38	
159 Mississippi College	6	6	0	0	105					6												2	0	0	0	4	38	
160 Shaw University	6	6	0	0	105					6												2	0	0	0	4	38	
161 University of Mississippi.	4	4	0	0	23	6	1	3	0	1	0	4	1	1	3	2	0	0	1	0	0	0	0	0	0	4	36	
162 Christian University	11	11	0	0	162	29	0	23	0	13	17	0	10	0	10	0	0	0	0	0	0	53	3			4	30	
163 St. Vincent's College	10	10			4149																					4	37	
164 University of the State of Missouri*	10																									4	37	
165 Grand River College	436	436	436	0	4555																	6	6	0	0	4	36	

[illegible]

- * From Report of the Commissioner of Education for 1880.
- † Includes holders of fellowships.
- ‡ For students in scientific department, see Table X.
- § Includes unmatriculated students and candidates for higher degrees.
- ¶ Also several partially endowed.
- ‡ Includes students in other collegiate courses.
- † Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.
- g Not prescribed.
- h Total for all departments.
- i Fund of \$30,000 to aid needy youth of Boone County.
- j These statistics are for the year 1880.
- k Includes report of O'Fallon Polytechnic Institute.
- l Preparatory department only organized.
- m Also 6 partially endowed.
- n Three are only partially endowed.
- o For students in scientific department, see Table X, Part 1.
- p Under classical are included students in scientific course.
- q Of these 63 are in classical, 43 in scientific, 47 in liberal, 12 in commercial, and 5 in graduate.
- r Also an "aid fund" of \$25,000.
- s For students in School of Mines, see Table X, Part 2.
- t Seven only endowed; there are 30 free students not on scholarships.

[illegible]

Annual Report of the Commissioner of Education for 1890.

Students from 1878 to 1890.

Under classical are included students in scientific

CONFIDENTIAL

Includes students in other collegiate courses.

**Not prescribed
Total for all departments.**

See Table X, Part 1.

These statistics are for the year ending June 1881:

since that time steps have been taken towards the

removal of Western Reserve College to Cleveland,

Ohio, name to be changed to Adelbert College of

There are about 1,000 scholarships owned by mem-

bers of the Reformed Church, which can be had

by students of Heidelberg at \$40 for three years,

TABLE IX.—Statistics of universities and colleges for 1881, &c.—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																										No. of years in collegiate course.	No. of weeks in scholastic year.	
	Corps of instruction.			Students in classical course.						Students in scientific course.										No. of graduate students.	No. of fellowships.	No. of scholarships.							
				Whole number of students.			Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.		Sophomore.		Junior.				Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.				Female.	Male.	Female.	Male.			Female.
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professors.	Whole number of students.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	38	39
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Lafayette College	28	20	3	4	218	50	37				35	45		(a)						(a)							4	39	
Urinus College	7	7			21	510	64	65	62		65	62								(a)							4	38	
Pennsylvania College	7	7	0	5	107	23	24	26	16		26	16															4	39	
Thiel College	4	6			45	12	2	11	5	9	2	4															4	37	
Haverford College	10	9	1		78	9	15	8	12		8	12		7	0												4	38	
Monongahela College	279				21	2	3	5	1	2																	6	39	
Franklin and Marshall College	8	8			97	19	30	29	19		29	19		4	0												4	39	
University at Lewistown	7				63	222	223	67	65		67	65															4	40	
Lincoln University*	281				98	41	35	20	12		20	12															5	38	
St. Francis College	283				65	14	18	15	18		15	18															4	36	
Allegheny College	8	8			108	62	68	68	610	68	622	64															4	40	
Mercersburg College	6	6			11	4	8	3	1		3	1		3	7												4	38	
Westminster College	8	8	0	0	112	24	18	24	1	16	1	1															4	44	
La Salle College	14	12	2		67																						4	44	
St. Joseph's College	287																										0	43	
University of Pennsylvania*	288																										0	25	
Pittsburgh Catholic College	16	16	0	2	2139	43	31	29	24		29	24		(a)						(a)							0	6	
Western University of Pennsylvania	8	2			118	15	5	4	10		4	10		25	28					28						0	4	38	
Lafayette College	10	10	0	2	75	7	8	7	2		7	2		13	8					5	4					0	4	40	
Swarthmore College	12	16	1		112	3	6							41	8					68						1	4	40	
Allegheny College	15	11	4	0	131	65	69	61	8	11	6	11	65	18	0	4	0	10	5	0	21	12				2	4	40	
Augsburg College of Villanova*	11	9	2		122	18	20	25	15		25	15		7	10					5	14						4	38	
Washington and Jefferson College	8	10		3	149	98	84	64	624		64	624															4	40	
Brown University	18	16	2	64	251	674	669	654	654		654	654															78	40	
College of Charleston	9	4	3		37	67	62	67	69		67	69															4	40	
University of South Carolina/																												4	40
Erskine College	6	6			60	11	16	16	9	13		13															4	40	

200	Furman University ^a	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
201	Newberry College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
202	Claflin University and South Carolina Agricultural College and Mechanics Institute.	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
203	Wofford College	7	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
204	Adair College ^a	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
205	East Tennessee Wesleyan University	7	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
206	King College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
207	Southwestern Presbyterian University ^a	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
208	Illwaco College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
209	Northwestern Baptist University	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
210	University of Tennessee; Tennessee Agricultural College	9	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
211	Cumberland University	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
212	Bethel College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
213	Maryville College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
214	Christian Brothers College	13	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
215	Mosheim Institute	4	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
216	Carson College	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
217	Central Tennessee College	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
218	Fisk University	7	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
219	Vanderbilt University	17	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
220	University of the South	18	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
221	Burrill College	9	9	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
222	Greenville and Tusculum College ^a	9	9	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
223	Winchester Normal	7	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
224	St. Mary's University	14	10	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
225	Southwestern University	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8			
226	Henderson Male and Female College	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
227	Baylor University	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
228	Mansfield Male and Female College	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8			
229	Austin College	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
230	Trinity University	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
231	Waco University ^a	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
232	Marvin College	9	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
233	University of Vermont and State Agricultural College	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
234	Middlebury College	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8			
235	Randolph Macon College	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7			
236	Emory and Henry College	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
237	Hampden Sidney College	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
238	Washington and Lee University	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			

* From Report of the Commissioner of Education for 1890.
 a For students in scientific department, see Table X.
 b Part 2.
 c Under classical are included students in scientific course.
 d Includes students in other collegiate courses.
 e School of Engineering and Chemistry opened this year with 43 students, of whom 19 were also in college classes.
 f Suspended for several years; the South Carolina College of Agriculture and the Mechanics Arts was organized October, 1890, in the buildings of the university (see Table X, Part 1).
 g Institution undergoing reorganization; figures are for 1890.
 h Not prescribed.
 i In ladies' course.
 j These statistics are for the year 1890.
 k For students in scientific department, see Table X, Part 1.
 m Curriculum consists of elective schools or departments.

REPORT OF THE COMMISSIONER OF EDUCATION.

Collegiate department.

Name.	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of years in collegiate course.	No. of weeks in scholastic year.				
	No. of faculty.	No. of resident professors and instructors.		No. of endowed professors.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.				Special or optional students.	No. of fellowships.	No. of scholarships.	
		Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Richmond College	8	8	0	1	121	...	616	...	616	...	614	...	...	...	...	...	...	...	...	...	...	...	...	...	3	39
Romoko College	7	7	0	0	89	625	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	0	0	(a)
University of Virginia	15	21	...	...	c357	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	0	4
College of William and Mary	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	0	38
Bethany College	6	...	...	...	69	6	4	8	0	5	1	2	0	15	0	3	0	2	2	2	0	17	2	...	16	3
West Virginia College	11	5	6	0	30	e17	e13	10	0	7	0	3	0	6	0	6	0	1	0	0	0	12	0	0	60	4	
West Virginia University	12	12	0	0	58	13	0	4	7	8	7	11	4	0	...	...	...	...	...	...	...	...	...	2	4	41
Shepherd College*	3	...	...	...	44	3	4	7	8	7	11	4	0	...	...	...	...	...	...	...	...	...	...	0	60	4
Lawrence University	11	11	0	1	79	1	0	3	0	6	1	5	0	9	13	12	3	4	3	8	6	5	0	0	4	40	
Beloit College	9	8	1	f6	67	19	12	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	g22	4
Galesville University*	18	...	...	...	11	8	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4
University of Wisconsin	19	32	0	0	343	20	19	24	0	19	10	25	9	22	3	17	2	16	1	24	2	119	1	0	10	4	
Milton College	5	5	25	66	64	65	0	62	61	64	63	5	4
Racine College	6	6	1	0	20	6	0	6	0	6	0	3	0	0	0	2	0	1	0	0	0	0	0	0	4	39	
Ripon College	10	80	b11	b16	b14	65	69	63	69	65	4	38
Northwestern University*	6	34	8	10	10	3	40
Georgetown College	5	16	3	...	91	19	15	13	10	13	10	7	4	42
Georgetown University*	10	10	47	8	4
Gonzaga College	357	39
Howard University	4	4	...	0	16	0	3	0	7	7	40
National Deaf-Mute College	e10	e68	0	4	37
University of Deseret	3	3	4
University of Washington Territory*	5	5	37	40
Holy Angels College	5	6	53	39
										25	22	4

From Report of the Commissioner of Education for 1880.

a Curriculum consists of elective schools or departments.

b Under classical are included students in scientific

courses.

c Total for all departments.

d College in for the present virtually unopened; figures

are for 1880.

e Includes students in other collegiate courses.

f 5 are partially endowed.

g These are permanently endowed; besides these there

are 60 single scholarships.

TABLE IX. — *Statistics of universities and colleges for 1881, &c.*—Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next com- mencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholar- ship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last col- lege year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
1 Southern University.....	\$70	\$21-4	1,000	.....	.....	1,000	\$100,000	\$10,000	\$800	\$2,000	\$0	\$0	July 5.
2 Howard College.....	80	34	1,200	300	.....	500	50,000	0	0	\$6,000	\$0	.....	June 14.
3 University of Alabama.....	40	24	6,000	3,000	150	150	150,000	\$302,000	\$24,000	.....	.....	.....	June 21.
4 Case Hill College.....	16-50	2-24	150	50	.....	.....	4,000	(c)	(c)	\$1,500	5,000	.....	June 9.
5 Arkansas Industrial University.....	(b)	11-2	1,476	100	100	.....	50,000	(c)	(c)	.....	.....	.....	June 8.
6 Judson University.....	15	24	200	150	40	300	60,000	12,000	\$1,000	6,800	0	0	June 16.
7 St. John's College of Arkansas*.....	40, 50	4-44	1,500	700	40	400	50,000	10,000	99,216	\$3,750	.....	.....	June 15.
8 College of St. Augustine.....	\$350	.....	15,750	3,000	153	400	805,000	1,671,204	800	8,000	\$38,587	.....	May 25.
9 University of California*.....	(f)	4	2,000	.....	.....	150	10,000	10,000	900	8,000	.....	.....	June 1.
10 Pierce Christian College.....	50	.....	2,000	800	700	300	20,200	3,000	300	2,200	.....	.....	April 28.
11 St. Vincent's College*.....	\$280	5	700	800	.....	100	25,000	.....	.....	.....	.....	.....	June 21.
12 University of Southern California.....	45	.....	10,000	800	25	2,000	150,000	.....	.....	25,000	0	.....	May 30.
13 St. Ignatius College*.....	\$280	.....	1,000	800	40	1,500	200,000	.....	.....	\$40,000	0	0	June 1.
14 St. Mary's College.....	\$350	.....	12,000	1,000	.....	500	55,000	80,000	2,500	8,750	0	.....	June 6.
15 Santa Clara College.....	45-69	5	(2,000)	.....	.....	900	35,000	25,000	2,200	4,100	.....	.....	June 1.
16 University of the Pacific.....	50-70	4-5	2,500	.....	.....	.....	85,000	.....	.....	.....	.....	.....	May 18.
17 Pacific Methodist College.....	50-70	4-5	300	75	40	.....	75,000	(i)	800	4,000	.....	.....	May 5.
18 Hesperian College.....	50	5-7	1,900	.....	.....	.....	75,000	(i)	800	0	17,000	.....	June.
19 University of Colorado.....	0	.....	1,000	75	40	.....	75,000	(i)	800	0	17,000	.....	June.

* From Report of the Commissioner of Education for 1880.

a In 1879.

b Free in all departments of college proper.

c See Table X, Part 1.

d From rents.

e Board and tuition.

f Free to residents of California.

g Fees for diplomas, &c.

h Special appropriation.

i \$60,000 acres of land.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increases in the last college year in books.								
40	41	42	43	44	45	46	47	48	49	50	51	52	
20 Colorado College.....	\$25	\$6-7	2,500	100	500	\$75,000	\$17,934	\$982	\$866				June 2.
21 University of Denver.....	80,100	5	7,500	100	0	80,000							June 16.
22 Trinity College.....	90	44	10,000	100	603								June 20.
23 Wesleyan University.....	75	24-5	10,000	100	603	473,884	560,945	21,406	879	90	\$2,000		June 20.
24 Yale College.....	140	5-6	98,000	100	22,500	\$1,223,034	83,000	569,870	112,249	0	135,843		June 28.
25 Delaware College.....	60	8	6,000	100	8,500	75,000	83,000	4,980	0	0	0		June 21.
26 University of Georgia.....	0	8	15,000	100	8,000	202,800	873,170	35,698					July 19.
27 Atlanta University.....	18	2	5,000	100	0	\$100,000	45,000	\$600	\$2,000	5,000	\$600		June 16.
28 Clark University.....	9	9	1,000	100	4,000	80,000	110,000	7,500					June 28.
29 Mercer University.....	60	8	5,000	100	2,000	\$100,000			\$28,000		\$20,000		June.
30 Pio Nono College.....	50	8	1,100	100	2,500	\$50,000	100,000						June 28.
31 Emory College.....	60	2-4	2,000	100	200	50,000			800				June 1.
32 Abington College.....	30	14-24	2,000	100	2,500	\$50,000	80,000	5,000	\$8,200	0	0		June 9.
33 Heidelberg College.....	39	21-5	2,000	100	2,500	100,000	80,000		8,000				June 16.
34 Illinois Wesleyan University.....	38	44	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 28.
35 St. Viateur's College.....	40	44	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 1.
36 Blackburn University.....	36	21-5	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 28.
37 Carthage College.....	37	21-5	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 1.
38 St. Ignace College.....	40	21	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 16.
39 University of Chicago.....	70	21	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 28.
40 University of Chicago.....	84	21	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 1.
41 Northwestern University.....	45	44	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 16.
42 Notre Dame.....	80	21	2,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 28.
43 St. Mary's College.....	45	2	4,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 1.
44 St. Mary's College.....	15-25	8-11	4,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 21.
45 St. Mary's College.....	25	8	1,000	100	2,500	80,000	\$60,000	\$8,000	43,000				June 2.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

Name.	Annual charge to each student for tuition	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
91 Central University of Iowa.....	\$30	\$21-3	4,000	200	12	0	\$20,000	\$50,000	\$3,000	\$2,100	\$0	\$0	June 14.
92 Tabor College.....	250	24	4,000	300	100	0	25,000	33,000	3,000				June 15.
93 St. Benedict's College.....	60	2-85	4,428	600		617							June 23.
94 Baker University.....	15, 21	24-30	1,000	300	20	0	30,000	6,000	400	1,800	0	0	June 8.
95 Highland University.....	36	24-30	5,000				30,000	2,000	100	1,600	0		June 8.
96 University of Kansas.....	0	34-4	4,500	1,780	700		213,000				30,000		June 7.
97 Lane University.....	18	24					25,000						June 21.
98 Ottawa University.....	30		250	50	250		60,000		500		0		June 14.
99 St. Mary's College.....	30	3	5,000	2,000	2,000	2,000	\$75,000				0		June 14.
100 Washburn College.....	30	2	4,000	2,000	50		100,000	50,000	4,500	2,000	0		June 14.
101 St. Joseph's College.....	6200		0,000	300	1,000	3,000	80,000	50,000	2,500	2,150	0		June 14.
102 Berea College.....	9	14	4,000	300	1,000		\$20,000	0		ad10,000	0	30,000	June 21.
103 Coe College.....			6500	2500	640		400,000	164,000	9,740	d1,400	0	0	June 9.
104 Centre College.....	445	34-5	4,481	200	121	4,000	80,000	0		ad5,500	0		June 22.
105 Kenosha College.....	40, 50		41,000	2000		4800	\$20,000						June 8.
106 Kentucky Military Institute.....	100	5	5,000	1,800		1,200	125,000	0	5,400	3,700	0	0	June 8.
107 Georgetown College.....	50	24-4	8,000	2,000	200	2,000	50,000	90,000			0		June 8.
108 South Kentucky College.....	50												June 8.
109 Kentucky University.....	2	2-5	12,205	658	74	1,840	150,000	170,000	12,097	ed, 310	0	0	June 8.
110 Kentucky Wesleyan College.....	40	2-4				2,000	25,000	25,000	1,800				June 10.
111 Murray Male and Female Institute and West Kentucky Normal School.....	50						16,000						June 10.
112 Central College.....	30-50	4	200	50	3		12,000	120,000	0,000	4,000			June 9.
113 Central University.....	60	24-4	3,000	1,500	50	500	75,000	120,000	0,000	4,000		27,000	June 14.
114 St. Mary's College.....	6200						40,000						June 24.

	0	17,000	2,000	0	400,000	318,313	14,500	0	10,000	July 4.
Louisiana State University and Agricultural and Mechanical College	6380	280,000	937	25,000	25,000			7,000		July 18.
Jefferson College (St. Mary's)	50	7,145		300,000	300,000			4,000		July.
St. Charles College	60	2,100		3,200	3,200			7,000		June 7.
Gentleman College of Louisiana	60	2-4								July 25.
College of the Immaculate Conception.	60									May 25.
Leland University*	0	1,000		85,000	10,000		600			May 24.
New Orleans University	0	2500		27,000	27,000					June 1.
Stratford University	8	350	50	40,000	40,000			1,000	0	June.
University of Louisiana*	50			150,000	150,000			9,000	10,000	July 13.
Bowdoin College	75	37,000	30,000	512,500	228,884		18,000	14,000		June 28.
Bates College	85	5,771	30,000	200,000	150,000		9,000	3,500	600	June 28.
Colby University	45	16,600	8,000	150,000	200,000		12,000	4,500		June 28.
Gulley College	60-90	5,000		500	130,000		0	1,087	15,000	July 6.
St. John's College*	44			150,000				3,000		June.
Baltimore City College	80	10,572	2,541		23,000,000		1180,000			February 22.
Johns Hopkins University	80	11,000	2,000	100,000	100,000			4,000	0	June 28.
Loyola College	60	2,000	50	40,500	27,600		1,734	700	5,375	July 12.
Washington College	40-60	2,000		3,000						June 28.
Rock Hill College	60	5,000	600	200,000						June 28.
St. Charles's College	6180	5,350	775	50	575					June 28.
Mt. St. Mary's College	3300	3,600		15,000	175,000		0	630,000	0	June 28.
Friedrich College	25-60	2,000		500			0	2,200	800	June 7.
New Windsor College	38,45	2,000		50,000						June 8.
Western Maryland College	35,60	3,000		32,000				4,718	8,800	June 15.
Amherst College	100	42,000	7,259	1,000	400,000		25,000	8,000	0	June 28.
Boston College	60	20,000	5,000	250,000	250,000		0			June 28.
Boston University (College of Liberal Arts).	100	3-5						8,400		June 7.
Harvard College	150	192,000	1192,000	4,700	222,000		232,273	125,158		June 28.
Tufts College	142	19,126	6,000	485	800,000		2,000	2,000	25,000	June 21.
Williams College	90	19,500		300	9,200		18,858	23,283	0	July 5.
College of the Holy Cross.	60				310,000				118,750	June.
Adrian College	60	3,000		1,000	125,000		5,000			June 22.
Albion College	0	29,345	8,255	300	700		15,000	0	0	June 22.
University of Michigan	(p)	300		800	60,000		38,644	900,000	64,250	June 30.
Battle Creek College	24-34	900		1,882	8,100			4,965		August 29.
Grand Traverse College*	15	320	20	60,000	40,000		800	150		June 15.
Hilldale College	149	7,000	1,000	120,000	131,000		15,000			June 28.
Hope College	150	5,123	2,842	45,000	70,000		3,849	979		June 28.
Kalamazoo College	151	2,996	1,012	100,500	53,000		8,600	5,100	215,000	June 21.
	153	21-4	43	1,300						

- * From Report of the Commissioner of Education for 1880.
 a In 1879.
 b Board and tuition.
 c Tuition and contingent fees.
 d Exclusive of preparatory.
 e From students' fees.
 f Value of grounds and buildings.
 g Annual; depreciated in 1881 to \$6,700.
 h Average charge.
 i To residents; \$50 to non-residents.
 j In 1876.
 k Value of assets of the university independent of property held by trustees of the Rich estate and that received from New England Female Medical College.
 l Estimated.
 m Libraries of observatory, herbarium, Peabody Museum, and museum of comparative zoology.
 n For all departments of the university, the college funds alone being \$1,100,294.
 o College receipts from all sources.
 p Entrance fee \$10 and annual tax \$20 to residents of Michigan; to others, \$20 and \$25.
 q Including all departments.
 r Incidental fees.
 s Unproductive at present, except \$1,000.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.					Date of next commencement.	
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	43	43	44	45	46	47	48	49	50	51	52
153 Olivet College	\$30	\$21	8,000	5,000	900	1,000	\$112,000	\$130,028	\$7,397	\$4,237	\$0	.....	June 22.
154 Hamline University	24-30	34	1,200	300	.....	1,200	50,000	40,000	2,400	1,500	0	.....	June 15.
155 Augsburg Seminary (Greek department).	35	14	1,000	.....	.....	1,500	50,000	50,000	.....	.....	.....	.....	May 7.
156 Macalester College	24, 27	23-5	15,000	1,000	600	0	220,000	575,000	35,000	0	23,000	0	June 1.
157 University of Minnesota	0	2	4,400	1,200	1,117	587	95,196	112,327	13,500	6,540	0	12,050	June 15.
158 Carleton College	24	24	1,800	500	800	1,700	40,000	0	0	5,276	0	0	June 29.
159 Mississippi College	20-30	21-34	6,000	100	6	3,000	6,000	0	0	0	0	0	June 1.
160 Shaw University	0	21	6,000	.....	.....	3,000	400,000	*514,061	32,643	33,000	.....	.....	January 29.
161 University of Mississippi	210	21-33	5,000	.....	.....	800	460,000	.....	.....	.....	.....	.....	June 1.
162 Christian University	40	1-3	5,000	.....	.....	800	150,000	627,000	12,630	11,295	27,000	.....	June 2.
163 St. Vincent's College	22-25	2-5	11,155	12,364	319	800	.....	.....	.....	.....	.....	.....	.....
164 St. Vincent's College of the State of Missouri.	30	2-4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
165 Grand River College	30-35	.....	500	20	.....	.....	5,000	.....	.....	1,200	.....	.....	June 14.
166 Central College	40, 50	34	2,500	800	400	.....	60,000	60,000	5,000	54,000	.....	.....	June 1.
167 Lewis College	35	2-3	5,000	500	150	100	84,000	9,000	540	2,200	.....	300	June.
168 Pritchett School Institute	30	34	200	400	60	.....	1,000	33,000	3,000	6,000	.....	.....	.....
169 Lincoln College	30	3	410	.....	61	.....	220,000	0	0	410	.....	.....	.....
170 La Grange College	36, 40	21-3	1,000	.....	850	.....	60,000	100,000	5,000	3,000	.....	*100,000	May 12.
171 William Jewell College	40	3-4	2,850	.....	.....	.....	75,000	.....	.....	.....	.....	.....	June 2.
172 College of the Christian Brothers .....	.....	.....	30,000	.....	.....	7,000	.....	.....	.....	.....	.....	.....	.....
173 St. Louis University	60	.....	(28,000)	.....	.....	.....	500,000	500,000	30,000	50,000	0	30,000	June 28.
174 Washington University	100	8-10	0,000	.....	2,500	.....	60,230	60,000	3,000	4,300	0	2,800	June 12.
175 Drury College	43	24-4	11,500	13,000	1,500	0	5,000	400	48	1,000	0	0	June 15.
176 St. Mary's College	40-50	5	300	0	0	0	.....	.....	.....	.....	.....	.....	.....

	224-26 144-51	21 1-34	2,400 1,700	500 1,500	150 500	45,000 35,000	30,000 84,180	2,200 2,300	8,980 0	1,100 800	June 15. June 22.
177 Central Wesleyan College											
178 Doane College											
179 Nebraska Wesleyan University											
180 University of Nebraska											
181 Nebraska College			23,700			4150,000			23,000		June 9.
182 Creighton University		es	3,600			17,000					
183 State University of Nevada A.											
184 Dartmouth College	90	23	64,000	15,000	1,000	125,000	600,000	25,000	16,000	100,000	June 30.
185 St. Benedict's College	60		9,000	2,500		4700					June 21.
186 Rutgers College	75	8-7	4,300	8,500	1,800	400,000	303,120	20,215	3,270	51,818	June 22.
187 College of New Jersey	75	3-6	50,000	1,500	2,000	18,800	700,000	66,400	17,500	65,303	June 22.
188 Seton Hall College	270,320										
189 St. Bonaventure's College	e200	5	5,230	350	237	800	205,000		151,945		June 22.
190 St. Stephen's College	0	6	2,500	1,000	50	1,200	144,000	0	0	6,000	June 22.
191 Wells College	100	64	1,575		500	500	273,800	6,000	7,500	0	June 21.
192 Brooklyn College and Polytechnic Institute.	100	8			2,125	156,691	18,697	513	76,233	0	June 16.
193 St. John's College	60		3,000	1,500	50	1,000			8,000		
194 Canisius College	40		10,000	2,000	600						June 28.
195 St. Joseph's College	50	5	2,000	100		120,000					June 28.
196 St. Lawrence University	30	21-4	9,000			40,800	70,375	3,685	400	0	June 28.
197 Hamilton College	75	21-4	21,000	4,500	1,000	420,000	273,131	13,560	9,848	31,000	June 22.
198 Elmira Female College	50	61	20,000			150,000	91,000			29,000	June 22.
199 St. John's College	e300			1,500	200	2,000	375,000		450,908	*47,963	June 21.
200 Hobart College	50	21-3	*15,000	*8,000	*560	*101,032	*194,411	*15,464	*4,905	0	June 15.
201 Madison University	13	22	13,105	140	320	75,000	483,000	31,000	3,000	0	June 15.
202 Cornell University	75	21-4	42,950	12,250	1,320	*612,975	1,263,999	73,808	14,750	0	June 15.
203 Ingham University	e260		3,000			d127,500			ed18,378		June 26.
204 College of St. Francis Xavier	62		18,000		600	238,000		1,545	5,634	17,000	June 26.
205 College of the City of New York	0		18,594		158	1,000	271,647			ed140,000	June 29.
206 Columbia College	150		23,801		7,808	1,300,000	*5,000,000	208,000	29,175	7,000	June 29.
207 Manhattan College	e310		6,500			254,000	0	0	ed3,238	0	June 23.
208 Rutgers Female College	100-200	6-10	1,200	200	20	180,000			6,000	0	June 15.
209 St. Louis College	100-250										June.
210 University of the City of New York.	0		53,692		91,200	932,786	916,900	972,204	972,987		June.
211 Vassar College	100	8	14,000			*710,904	*281,250	*27,233	*121,447	d12,000	June 21.
212 University of Rochester	75	2-5	18,000			408,405	450,849	33,508	9,850	85,500	June 21.
213 Union College	105	24	(20,000)		2,000	430,000	9300,000	434,054	ed8,840	d50,000	June 22.
214 College and Seminary of Our Lady of Angels.	e250		6,000			227,000			0	0	June 28.
215 Syracuse University	60	3-4	9,300	2,800	126	293,900	*234,000	7,779	12,961	0	June 28.
216 University of North Carolina*	75	11-24	7,000	3,000	16,000	250,000	180,000		6,000	5,000	June 2.

* Includes room rent, &c.
 n Value of grounds and buildings.
 o Income from city.
 p Value of productive estate.
 q Includes amount from rents.
 r From incidental and other fees.

These statistics are for the year 1880.
 q In 1878.
 h Preparatory department only organized.
 i Average charge.
 j Proceeds of fund from sale of land given many years ago.
 k Includes receipts from farm and garden.
 l Includes income from other sources.

* From Report of the Commissioner of Education for 1880.
 a Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.
 b Incidental fees.
 c Board and tuition.
 d In 1879.

e Also 275,000 acres of agricultural college lands, valued at \$1.25 to \$10 per acre.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.					Date of next commencement.	
			College library.			Number of volumes in society libraries.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
217 Middle University*	20	\$14	2,560				\$20,000	\$10,000	\$600			\$6,120	June 1.
218 Davidson College	70	24-3	3,000		200	6,000	160,000	88,000	6,400	\$8,000			June 16.
219 North Carolina College	40	24	700	100		1,100	10,000			1,500			May 24.
220 Shaw University		24								5,500			May.
221 Rutherford College	10-40	24-3	8,000	4,000	200		4,000	0	0	5,000	40	0	May 22.
222 Trinity College	60	24-3	1,800	300		12,000	45,000	0	0	5,000	0	0	June 9.
223 Wake Forest College	34	24	8,000	200	300	0	45,000	50,000	3,000	5,000	0	10,000	June 7 & 8.
224 Weaverville College	40	24	250	50		400	15,000			1,500	0		July 18.
225 Euclid College	40	24	500				157,894	50,000	2,000	2,647		30,000	June 22.
226 Ashland College	30	24	1,500	600			50,000			2,850			June 14.
227 Ohio University	0-30	14-24	7,800	1,000	80	2,000	100,000		18,662	2,053	30,000		June 12.
228 Baldwin University	18	24	2,500				50,000			3,500	0		June 8.
229 German Wallace College	6-18	2	600	700	3,000	50	35,000	51,000	3,800			6,000	June 7.
230 Hebrew Union College*	0		7,500	1,000	200		40,000	60,000					June.
231 St. Joseph's College	50		2,000	1,000		4,000	100,000			8,000			June 28.
232 Xavier College	40		14,000	500	200								June 28.
233 University of Cincinnati	60	40-34	413,405	413,969	26,510								June 20.
234 Farmers' College	3	34	3,000			2,000	30,000	63,000	4,300	1,200			June 16.
235 Capital University	40	2	3,000				40,000			*210,000			June 28.
236 Ohio Wesleyan University*	0	2	10,000	2,500	250		37,000	244,680		30,000	0		June 22.
237 Kenyon College	20	24-31	22,000				220,000	248,741					June 24.
238 Denison University	76	24	16,500	150		2,500	90,000	17,702		2,400			June 24.
239 Western College	31	24	9,000	150		3,100	35,000	30,000		2,073			June 24.
240 Western Reserve College	25, 30	14-24	7,000			4,000	100,000	200,000		1,000			July 4.

	21	21-3	21-3	400	7,000	300	10	12,296	0	10,000	0	0	800	0	0	June 21.
Ohio Central College.....	45	21-3	21-3	16,764	5,000	7,000	255	8,000	8,000	180,000	13,000	0	0	0	0	June 21.
Marietta College.....	30	30	30	5,000	5,000	5,000	300	500	500	500	500	500	500	500	500	June 21.
Mt. Union College.....	40	40	40	300	300	300	300	300	300	300	300	300	300	300	300	June 21.
Franklin College.....	27	27	27	15,000	15,000	15,000	300	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	June 21.
Mankin College.....	33	33	33	252	252	252	30	450	450	40,400	75,000	750	1,500	0	0	June 21.
Oberlin College.....	25-28	2	2	500	500	500	12	400	400	12,000	75,000	750	2,500	0	0	June 21.
Richmond College.....	40	40	40	7,000	7,000	7,000	100	75,000	75,000	75,000	75,000	750	2,500	0	0	June 21.
Solo College.....	30	30	30	4,000	4,000	4,000	50	25,000	25,000	25,000	25,000	4,500	1,500	0	0	June 21.
Miami Valley College.....	17-28	4	4	5,500	5,500	5,500	500	1,100	1,100	55,000	75,000	75,000	2,500	0	0	June 21.
Wittenberg College.....	35	35	35	1,200	1,200	1,200	30	400	400	40,400	75,000	750	1,500	0	0	June 21.
Heidelberg College.....	30	30	30	2,000	2,000	2,000	100	75,000	75,000	75,000	75,000	750	2,500	0	0	June 21.
Urbana University.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Ottawa University.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Wilberforce University.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Wilkes College.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Wilmington College.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
University of Wooster.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Antioch College.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Corvallis College.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
University of Oregon.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Pacific University and Tualatin Academy.....	35	35	35	1,000	1,000	1,000	50	250	250	150,000	80,000	80,000	2,500	0	0	June 21.
Blue Mountain University.....	11-13	3-5	3-5	250	250	250	75	100	100	20,000	20,000	0	2,000	0	0	June 21.
McMinnville College.....	36	36	36	220	220	220	20	100	100	12,000	16,000	1,000	1,000	0	0	June 21.
Christian College.....	36	36	36	220	220	220	20	100	100	12,000	16,000	1,000	1,000	0	0	June 21.
Philomath College.....	15-27	3-4	3-4	2,500	2,500	2,500	25	500	500	75,000	75,000	1,700	3,500	0	0	June 21.
Willamette University.....	40, 50	2, 3	2, 3	1,864	1,864	1,864	50	300	300	40,350	20,000	1,000	4,285	0	0	June 21.
Mahlenberg College.....	40, 50	2, 3	2, 3	1,864	1,864	1,864	50	300	300	40,350	20,000	1,000	4,285	0	0	June 21.
Lennon Valley College.....	40, 50	2, 3	2, 3	1,864	1,864	1,864	50	300	300	40,350	20,000	1,000	4,285	0	0	June 21.
St. Vincent's College.....	64	21-3	21-3	8,074	8,074	8,074	50	20,748	20,748	386,000	210,000	10,000	2,700	0	0	June 21.
Dickinson College.....	45, 75	1, 85-4	1, 85-4	19,200	19,200	19,200	200	4,700	4,700	600,000	0	0	18,535	0	0	June 21.
Pennsylvania Military Academy.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Lafayette College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Urbana College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Pennsylvania College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Thiel College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Haverford College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Monongahela College.....	40, 48	21-3	21-3	8,000	8,000	8,000	200	12,000	12,000	100,000	123,000	7,000	6,000	0	0	June 21.
Franklin and Marshall College.....	38	11-21	11-21	8,500	8,500	8,500	25	8,000	8,000	120,000	120,138	6,028	2,237	0	0	June 21.
University at Lewisburg.....	38	11-21	11-21	8,500	8,500	8,500	25	8,000	8,000	120,000	120,138	6,028	2,237	0	0	June 21.
Lincoln University.....	25	25	25	1,000	1,000	1,000	400	200	200	146,000	150,000	150,000	6,000	0	0	June 21.
St. Francis College.....	m175	m175	m175	1,000	1,000	1,000	400	200	200	146,000	150,000	150,000	6,000	0	0	June 21.

* From Report of the Commissioner of Education for 1880.
 † Incidental fee.
 ‡ In 1879.
 § To residents.
 ¶ Report of public library, which is also the library of the university.
 * Income from all sources.
 † See Table X, Part 1.
 ‡ These statistics are for the year ending June, 1881; § Reported in 1880 as suspended; reorganized in the autumn of 1881.
 ¶ Income from all sources.
 † Whole endowment.
 ‡ Suspended for a short time; figures are for 1880.
 § Board and tuition.
 ¶ Library of college and private libraries of faculty.
 † In 1878.

TABLE IX.—Statistics of universities and colleges for 1881, &c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.	
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.									
1	40	41	42	43	44	45	46	47	48	49	50	51	52	
284 Allegheny College.....	\$45	\$21-4	10,000	3,000	.....	8,000	\$250,000	\$200,000	\$0,000	\$6,500	.....	.....	.....	June 20.
285 Mercersburg College.....	\$205	.....	8,700	.....	.....	2,800	45,000	12,000	550	1,150	.....	.....	.....	June.
286 Westminster College.....	6	2-4	3,000	.....	.....	800	26,500	100,000	6,000	6,000	.....	.....	.....	June 21.
287 La Salle College.....	40-80	.....	*1,800	*400	*200	.....	.....	.....	.....	7,200	.....	.....	.....	June.
288 St. Joseph's College.....	0	.....	4,200	500	.....	64,000	350,000	425,000	29,311	0	0	\$0	.....	June 16.
289 University of Pennsylvania.....	150	.....	20,000	50	4,000	.....	.....	.....	7,000	.....	.....	.....	.....	June 28.
290 Pittsburgh Catholic College.....	60	.....	8,500	.....	.....	500	160,000	310,000	16,000	12,000	.....	.....	.....	June 21.
291 Western University of Pennsylvania.....	80	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
292 Lehigh University.....	0	4, 44	25,000	2,000	6,500	1,200	800,000	1,900,000	114,000	0	0	.....	.....	June 22.
293 Swarthmore College.....	\$350	.....	4,280	500	.....	.....	623,000	75,100	8,000	\$11,389	.....	45,100	.....	June 20.
294 Augustinian College of Villanova.....	\$250	.....	416,000	.....	.....	.....	435,000	.....	.....	.....	.....	.....	.....	June 20.
295 Washington and Jefferson College.....	24	2-34	53,000	17,000	576	0	125,000	189,246	11,364	\$3,156	0	98,708	.....	June 21.
296 Brown University.....	100	3-5	63,000	.....	.....	.....	100,000	290,000	12,000	30,869	.....	90,468	.....	June 21.
297 College of Charleston.....	40	.....	7,000	.....	.....	.....	.....	.....	.....	.....	.....	30,000	.....	Mar. 28.
298 University of South Carolina.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
299 Erskine College.....	.....	.....	*1,000	*400	*450	*4,700	*50,000	*82,000	*5,000	*120	.....	.....	.....	.....
300 Furman University.....	0	8	1,700	.....	.....	700	50,000	50,000	2,000	0	0	0	.....	June 15.
301 Newberry College.....	60	1-2	4,500	1,000	200	900	80,000	8,000	800	8,500	.....	.....	.....	June 28.
302 Chadron University and South Carolina Agricultural College and Mechanic Institute.....	12	.....	1,800	1,500	.....	.....	50,000	.....	.....	574	5,000	.....	.....	June 8.
303 Adger College.....	08	2-4	2,000	.....	.....	4,000	50,000	.....	.....	.....	.....	.....	.....	June 11-14.
304 West Tennessee Wesleyan University.....	40	24	50	10	.....	800	10,000	42,000	9,200	1,000	.....	.....	.....	June.
305 West Tennessee Wesleyan University.....	20-40	24	2,000	500	.....	1,000	26,000	.....	5,000	2,000	.....	.....	.....	May 24.

	24-50	1-3	2,500	500	700	1,100	15,000	12,000	800	1,800	0	June 8.
206 King College	3-4	3-4	2,500	500	700	1,100	15,000	12,000	800	1,800	0	June 1.
207 Southwestern Presbyterian University.	3-4	3-4	2,500	500	700	1,100	15,000	12,000	800	1,800	0	June 1.
208 Illinois College	2-24	2-24	2,018	48	48	21,000	42,000	25,410	3,400	815	0	May 25.
209 Southwestern Baptist University.	3	3	1,800	200	175	600	50,000	425,000	2,500	0	0	June 1.
210 University of Tennessee; State Agricultural College.	24	24	3,334	300	83	1,015	125,000	25,410	2,500	815	0	June 7.
211 Cumberland University	24-11	24-11	7,000	75	75	25,000	25,180	25,180	798	1,500	0	June 1.
212 Bethel College	50	50	688	57	42	15,000	15,000	15,000	798	1,500	0	May 11.
213 Maryville College	10	1-2	2,500	500	500	75,000	13,800	13,800	798	1,500	0	May 25.
214 Christian Brothers' College	60	6	3,000	1,500	100	2,250	2,250	2,250	798	1,500	0	May 25.
215 Western Institute	20	14	400	5	200	900	25,000	25,000	600	2,000	0	May 24.
216 Carson College	12-40	70-3	1,431	1,067	81	0	60,000	5,000	800	2,000	0	June 1.
217 Central Tennessee College	9	14	2,037	300	400	200	200,000	2,284	137	2,405	0	May 24.
218 Flak University	11	24	8,000	1,000	500	600,000	600,000	600,000	42,000	6,000	0	May 25.
219 Vanderbilt University	41-5	41-5	10,000	1,000	500	600,000	600,000	600,000	42,000	6,000	0	May 31.
220 University of the South	100	41	8,000	1,000	500	600,000	600,000	600,000	42,000	6,000	0	March 16.
221 Burnett College	30-40	2-24	5,000	1,000	500	600	25,000	5,000	4,000	1,800	0	July 14.
222 Greenville and Tusculum College	24	24	5,000	1,000	500	600	25,000	5,000	4,000	1,800	0	April 22.
223 Winchester Normal	40	3	500	200	100	75,000	75,000	75,000	20,000	7,900	0	June 8.
224 St. Mary's University	40	3	500	200	100	75,000	75,000	75,000	20,000	7,900	0	June 27.
225 Southwestern University	60	34	611	880	23	200	30,000	30,000	7,900	0	0	June 15.
226 Henderson Male and Female College.	30-50	30-50	611	880	23	200	30,000	30,000	7,900	0	0	June 15.
227 Baylor University	440	24	1,400	400	100	250	80,000	80,000	0	3,500	0	June 13.
228 Mansfield Male and Female College	20-40	24	2,300	800	300	100	50,000	50,000	0	7,500	180	June 16.
229 Austin College	50	34	2,000	500	50	800	30,000	2,750	275	3,000	0	June 14.
230 Trinity University	50, 60	24-24	1,000	50	50	50,000	50,000	13,000	0	11,150	0	June 14.
231 Waco University	30-50	34	8,000	75	80	0	50,000	0	0	11,150	0	June 14.
232 Marvin College	50	24	500	75	80	0	50,000	0	0	11,150	0	June 14.
233 University of Vermont and State Agricultural College.	45	24-24	19,000	400	400	200,000	140,000	140,000	0	16,700	0	June 23.
234 Middlebury College	45	2-5	14,000	400	400	200,000	140,000	140,000	0	16,700	0	June 23.
235 Randolph College	90	24-24	2,000	400	400	200,000	140,000	140,000	0	16,700	0	July 5.
236 Emory and Henry College	30	24	9,000	80	80	6,000	108,000	20,000	0	6,040	0	June 15.
237 Hampton Sidney College	60	24-3	2,000	300	300	5,000	60,000	60,000	0	6,040	0	June 15.
238 Washington and Lee University	60	3-3	20,000	100	100	5,000	215,000	215,000	0	6,040	0	June 21.
239 Richmond College	70-80	24	8,000	74	74	2,500	250,000	100,000	0	6,500	0	June 21.
240 Roanoke College	40-50	11-24	15,000	74	74	2,500	250,000	100,000	0	6,500	0	June 21.
241 University of Virginia	75	3-5	40,000	40	40	80,000	80,000	80,000	0	6,500	0	June 18.
242 College of William and Mary	40	2-6	5,000	40	40	80,000	80,000	80,000	0	6,500	0	June 18.
243 Bethany College	30-40	2-4	600	2,000	2,000	2,000	120,000	120,000	0	6,500	0	July 4.
244 West Virginia College	30	24-3	600	2,000	2,000	2,000	120,000	120,000	0	6,500	0	June 15.

From Report of the Commissioner of Education for 1880.

a Board and tuition.

b Church contributions and rents of scholarships.

c In 1879.

d In 1878.

e From contingent fees.

f Suspended for several years; the South Carolina College of Agriculture and the Mechanics Arts was or

g In 1878.

h Exclusive of agricultural college funds.

gained October, 1880, in the buildings of the univer-

sity (see Table X, Part I).

g Institution undergoing reorganization; figures are for

1879.

h From rents.

i Average charge.

j These statistics are for the year 1880.

k Exclusive of agricultural college funds.

Income from agricultural college fund.

Partly from tuition and room rent.

n Includes an annuity of \$3,500.

o In lands.

p Also \$1,200 per annum pledged by individuals for five

years to support a new professorship.

q College is, for the present, virtually suspended; ag-

ures are for 1880.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
245 West Virginia University.....	\$15-34	\$2-31	5,000	300	250	250	\$110,000	\$109,000	\$9,469	\$1,350	\$11,500	\$0	June 8.
246 Shepherd College*.....	30	2-31	200	150	10	.....	40,000	0	0	1,042	0	0	June 14.
247 Lawrence University.....	161	21-51	9,235	1,663	449	.....	52,800	51,355	5,029	0	0	0	June 29.
248 Beloit College.....	36	63	10,280	4,800	300	1,000	82,000	163,782	13,885	4,191	.....	16,000	June 28.
249 Galoisville University*.....	32-40	.....	4,000	.....	100	.....	35,500	4,000	75,000	4,381	43,381	5,500	June 22.
250 University of Wisconsin.....	60	621	10,000	1,400	510	0	455,000	498,000	75,005	1,912	.....	.....	June 21.
251 Milton College.....	20-33	24	1,200	.....	.....	700	27,000	7,000	505	*242,000	.....	.....	June 28.
252 Racine College.....	4850	.....	7,500	.....	.....	280	*125,000	80,000	8,137	*27,738	.....	.....	June 15.
253 Ripon College.....	21, 24	.....	4,750	.....	300	.....	66,000	80,000	.....	1,480	.....	.....	June 29.
254 Northwestern University*.....	30	.....	1,800	.....	200	.....	45,000	.....	.....	.....	.....	.....	June 29.
255 Georgetown College.....	2300	.....	39,000	.....	.....	.....	*325,000	.....	.....	.....	.....	718,000	June 22.
256 Columbian University*.....	60	41	7,000	.....	.....	900	275,000	100,000	.....	.....	.....	0	June 9.
257 Gonzaga College*.....	40	.....	2,000	.....	40	.....	50,000	0	.....	.....	0	0	June 29.
258 Howard University.....	12	2	7,000	.....	.....	.....	250,000	20,000	1,957	1,165	910,000	810	June 1.
259 National Deaf-Mute College.....	1,411	.....	*1,411	.....	.....	.....	(A)	.....	.....	.....	(A)	.....	May.
260 University of Deseret.....	48	21-6	2,735	100	35	.....	30,000	.....	.....	8,147	2,500	.....	June 2.
261 University of Washington Territory*.....	10-13	8-31	1,800	800	1,400	.....	100,000	5,000	500	2,500	41,250	.....	June 1.
262 Holy Angels' College.....	25	8-4	1,400	500	.....	.....	.....	0	0	2,000	0	.....	.....

* From Report of the Commissioner of Education for 1880.

* For incidentals only.

* Average charge.

* To residents of Wisconsin.

d Board and tuition.

e Includes incidental fees.

f In 1879.

g Congressional appropriation.

A See Columbia Institution for the Deaf and Dumb, Table XVIII.

† Territorial appropriation.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
Spring Hill College	Near Mobile, Ala.	Bethel College	Russellville, Ky.
Arkansas College	Batesville, Ark.	St. John's College	Collegeville, Minn.
Christian College of the State of California	Santa Rosa, Cal.	Westminster College	Fulton, Mo.
College of Our Lady of Gua- dalupe	Santa Ynez, Cal.	Alfred University	Alfred, N. Y.
Bowdon College	Bowdon, Ga.	St. Francis College	Brooklyn, N. Y.
Rock River University	Dixon, Ill.	Xenia College	Xenia, Ohio.
St. Bonaventure's College	Terre Haute, Ind.	Waynesburg College	Waynesburg, Pa.
Western College	Toledo, Iowa.	Manchester College	Manchester, Tenn.
Kentucky Classical and Busi- ness College	North Middletown, Ky.	Woodbury College	Woodbury, Tenn.
		Salado College	Salado, Tex.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
California College	Vacaville, Cal.	Suspended.
Washington College	Washington, Cal.	See Table VI.
Gainesville College	Gainesville, Ga.	A city academic school, see Table VI.
Evangelisch-Lutherisches Collegium	Mendota, Ill.	See Table VII.
Bedford College	Bedford, Ind.	Temporarily closed.
Algona College	Algona, Iowa.	Not in existence.
Humboldt College	Humboldt, Iowa.	Suspended.
Whittier College and Normal Institute	Salem, Iowa.	See reports of this institution in Tables III and IV.
Western College	Western, Iowa.	Relocated at Toledo, Iowa.
Alcorn University	Rodney, Miss.	Changed to Alcorn Agricultural and Mechanical College, see Table X, Part I.
St. Joseph College	St. Joseph, Mo.	See St. Joseph Commercial College, Table IV.
Nebraska Wesleyan University	Osceola, Nebr.	Removed to Fullerton in 1881.
McCorkle College	Sago, Ohio.	Suspended.
New Castle College	New Castle, Pa.	Closed.
Beech Grove College	Beech Grove, Tenn. ..	A district school of high grade, see Table VI.
St. Joseph's College	Brownsville, Tex.	Temporarily closed.

TABLE X.—PART 1.—Statistics of schools of sciences (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.													
					Students.		Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number of graduate students.				
					Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Corps of instruction.	Male.	Female.	Male.	Female.	Male.		Female.	Male.	Female.	Number in partial course.
1 State Agricultural and Mechanical College.	Auburn, Ala.	1872	1872	Rev. I. T. Tichenor, D. D.	1	47	11	185	63	34	22	15								
2 Arkansas Industrial University.	Fayetteville, Ark.	1871	1871	Gen. D. H. Hill	(a)	(a)	2	0	6	2	8	1	0	0	0	0	8	0		
3 Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	Berkeley, Cal.	1868	1869	John Le Conte, A. M., M. D., LL. D.	0	0	23	23	70	(21)	(17)	(17)			(15)	31				
4 State Agricultural College.	Fort Collins, Colo.	1877	1879	E. E. Edwards, Ph. D.			5	5	57	7	18	14								
5 Sheffield Scientific School of Yale College.	New Haven, Conn.	1701	1847	Rev. Noah Porter, D. D., LL. D.			(25)	(25)	162	73	55	34						5	618	
6 Agricultural department of Delaware College.	Newark, Del.	1867	1870	William H. Purnell, A. M., LL. D.			(a)	(a)	(a)											
7 State Agricultural College.	Fla.	1872	1872	Rev. P. H. Mell, D. D., LL. D. (ex officio).			8	8	56											
8 Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	Athens, Ga.	1872	1872	Rev. P. H. Mell, D. D., LL. D. (ex officio).																
9 Southwest Georgia Agricultural College (University of Georgia).	Cuthbert, Ga.	1879	1879	Vincent T. Sanford, A. M.	24	110			15	7	8									
10 North Georgia Agricultural College (University of Georgia).	Dahlonega, Ga.	1871	1873	Hon. D. W. Lewis.	2	(219)	6	6	48		(40)	(3)	(5)							
11 Middle Georgia Military and Agricultural College (University of Georgia).	Milledgeville, Ga.	1879	1880	Walter Stafford Dudley, M. D.	5	166	166	5	57	12	16	13	13		3	1	6			

STATISTICAL TABLES.

12	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	Thomasville, Ga.	1879	1879	O. D. Scott.	5	217	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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* From Report of the Commissioner of Education for 1890.
 c Location not fixed, and college not organized at last report, 1890.
 f Includes 39 students in School of Mechanic Arts and 49 in Lowell School of Practical Design.
 g Includes students in military science and tactics for all departments.

REPORT OF THE COMMISSIONER OF EDUCATION.

Preparatory department.		Scientific department.																			
Name.	Location.	Date of charter.	Date of organization.	President.	Instructors.		Students.		Corps of instruction.		Students.										
					Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.		
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Rutgers Scientific School (Rutgers College).	New Brunswick, N. J.	.....	.....	1865	Rev. W. H. Campbell, D. D., LL. D.	(a)	.....	14	0	40	18	.....	4	.....	8	.....	10	.....	10	4	4
Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	Ithaca, N. Y.	1865	1868	1868	Hon. Andrew Dickson White, LL. D.	0	0	550	52	259	76	5	59	5	44	7	58	5	(b)	(b)	(b)
United States Military Academy.	West Point, N. Y.	1802	1802	1802	Brig. Gen. O. O. Howard, U. S. A., superintendent.	0	0	0	52	0	228	53	0	38	0	68	0	69	0	0	0
Agricultural and Mechanical College (University of North Carolina).	Chapel Hill, N. C.	1789	1875	1875	Hon. Kemp P. Battle, LL. D.	0	0	0	6	1	16	5	.....	4	.....	6	.....	1	.....	8	.....
Ohio State University.	Columbus, Ohio.	1870	1872	1872	Edward Orton, Ph. D.	7	74	19	13	0	60	7	1	11	1	18	1	19	2	62	2
State Agricultural College.	Corvallis, Oreg.	1872	1872	1872	B. L. Arnold, A. M.	(d)	(d)	(d)	43	.....	460	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania State College.	State College, Pa.	1864	1869	1869	James Y. McKee, M. A. (acting).	5	735	10	12	0	739	12	2	7	2	8	1	7	0	.....	5
Agricultural and scientific department (Brown University).	Providence, R. I. ....	.....	.....	1809	Rev. E. G. Robinson, D. D., LL. D.	.....	.....	.....	(b)	(b)	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina College of Agriculture and the Mechanic Arts.	Columbia, S. C. ....	.....	.....	1880	William Porcher Miles, LL. D.	.....	.....	.....	4	.....	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chadron University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C. {	1869	1872	1874	Rev. Edward Cooke, A. M., & T. D.	(b)	(b)	(b)	(b)	.....	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn. {	1807	1869	1869	Rev. Thomas W. Humes, S. T. D.	(b)	(b)	0	(b)	0	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
State Agricultural and Mechanical College of Texas.	College Station, Tex.	1871	1876	1876	John Garland James	0	0	0	9	127	1	14	20	83	0	0	0	0	0	0	0

45	University of Vermont and State Agricultural College.	Burlington, Vt.	1791 1865 1872	1800 1865 1872	{ Rev. Matthew H. Buck- ham, D. D. John L. Buchanan }	0	0	0	8	1	21	9	0	6	.....	1	1	4	0	2	0
46	Virginia Agricultural and Me- chanical College.*	Blackburg, Va.	1872	1872	1	12	0	5	0	5	0	92	12	0	48	0	22	0	10	0	4	0
47	Hampton Normal and Agricult- ural Institute.	Hampton, Va.	1870	1868	Gen. Samuel C. Arm- strong, principal.	69	27	28	0	27	0	224	67	34	47	28	19	0	0	0
48	Agricultural department of West Virginia University.	Morgantown, W. Va.	1867	1867	D. B. Purinton, A.M., acting	(b)	(b)	0	(b)	0	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	College of Arts (University of Wisconsin).	Madison, Wis.	1848	1849	Rev. John Bascom, D. D., LL. D.	0	0	0	618	0	668	23	3	17	2	16	1	24	2	635	61	

* From Report of the Commissioner of Education for 1880.

a Preparatory department is identical with Rutgers College Grammar School (Table VII).

b Reported with classical department (see Table IX).

c Since succeeded by Rev. Walter Q. Scott, A.M.

d See full report of Corvallis College (Table IX).

e Average each year for State Agricultural College.

f The attendance is reported for the scientific department only and for the last season only.

g Since succeeded by Thomas N. Conrad, A.M.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Libraries.					Property, income, &c.					Date of next commencement.				
	General library.				Number of volumes in society libraries.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.					
	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.											
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1 State Agricultural and Mechanical College.....	.....	.....	4	40	40	2,000	.....	.....	1,000	\$75,000	\$253,500	\$20,280	\$2,000	.....	June 28.
2 Arkansas Industrial University.....	6721	.....	4	40	(b)	200	75	25	20	170,000	130,000	10,400	\$2,000	(c)	June 8.
3 Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).....	.....	.....	4	40	0	(c)	(e)	(e)	(c)	(e)	(e)	(e)	(e)	(c)	June 1.
4 State Agricultural College.....	0	0	4	36	40	150	400	.....	.....	55,000	(e)	729,212	.....	\$925,000	July 7.
5 Sheffield Scientific School of Yale College.....	27	3	3	37	150	5,000	.....	.....	.....	200,000	272,164	(e)	17,796	(e)	June 28.
6 Agricultural department of Delaware College.....	630	.....	4	39	60	(e)	(e)	(e)	(e)	(c)	121,400	10,004	(e)	(e)	June 21.
7 State Agricultural College.....	(t)	(t)	4	40	(t)	(c)	(c)	(c)	(c)	\$40,000	\$242,202	19,914	.....	.....	July 19.
8 Georgia State College of Agriculture and Mechanic Arts (University of Georgia).....	.....	.....	.....	42	.....	.....	.....	.....	.....	.....	.....	22,000	.....	.....	June 23.
9 Southwest Georgia Agricultural College (University of Georgia).....	.....	.....	4	40	.....	.....	.....	.....	.....	.....	.....	22,000	.....	.....	June 15.
10 North Georgia Agricultural College (University of Georgia).....	.....	.....	4	40	.....	.....	.....	.....	.....	.....	.....	22,000	.....	.....	July 12.
11 Middle Georgia Military and Agricultural College (University of Georgia).....	.....	.....	4	40	.....	.....	.....	.....	.....	.....	.....	22,000	.....	.....	June 27.
12 South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).....	0	0	4	40	.....	.....	.....	.....	.....	9,000	.....	22,000	.....	275	June 7.
13 Tillamook Industrial University.....	0	0	4	36	.....	12,942	2,500	425	0	845,000	319,000	21,398	.....	18,842	June 8.
14 Purdue University.....	6184	0	4	39	.....	2,085	1,000	202	.....	250,000	340,000	17,000	.....	4,500	Nov. 8.
15 Iowa State Agricultural College.....	0	0	4	36	0	6,000	23	300	0	500,000	600,000	45,000	.....	24,000	June 7.
16 Kansas State Agricultural College.....	.....	.....	4	37	0	8,050	620	150	300	99,523	829,084	81,223	.....	20,729	June 7.
17 Agricultural and Mechanical College of Kentucky.....	300	.....	4	40	25	.....	.....	.....	.....	.....	105,000	9,000	.....	17,000	.....
18 Louisiana State University and Agricultural and Mechanical College.....	0	0	8,4	39	0	17,000	22,000	.....	0	.....	.....	.....	0	.....	July 4.

	June 28.	June 10.	June 27.	June 21.	May 30.	August 16.	June 1.	June 14.	June 2.	June 8.	June 30.	June 21.	June 15.	June 10.	June 2.	June 22.	June 1.	June 20.
19 Maine State College of Agriculture and the Mechanic Arts.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20 United States Naval Academy.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 Maryland Agricultural College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 Massachusetts Agricultural College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Massachusetts Institute of Technology.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24 Michigan State Agricultural College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26 Agricultural and Mechanical College of the State of Mississippi.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27 Alcorn Agricultural and Mechanical College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28 Missouri Agricultural and Mechanical College (University of Missouri).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29 Missouri School of Mines and Metallurgy (University of Missouri).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30 Industrial College of the University of Nebraska.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31 College of Agriculture (University of Nevada).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32 New Hampshire College of Agriculture and the Mechanic Arts.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33 Rutgers Scientific School (Rutgers College).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34 Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35 United States Military Academy.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36 Agricultural and Mechanical College (University of North Carolina).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37 Ohio State University.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38 State Agricultural College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39 Pennsylvania State College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* From Report of the Commissioner of Education for 1880.

a 850 beneficiaries, 287 normal students, 1 honorary appointment from each of the 74 counties and 60 from the State at large.

b Free in all departments of the university proper; students in preparatory department without normal or beneficiary appointment pay \$30 per annum, and all students pay \$5 matriculation fee.

c Reported with classical department (see Table IX).

d To residents of State.

e Endowment is the congressional grant to agricultural colleges, amounting, in Colorado, to 90,000 acres, but not yet sold.

f One-fifth of 1 mill tax, amounting to about \$20,000 for the year 1881; there was also a special appropriation of \$5,000 for building in that year.

g Income from all sources except tuition.

* Location not fixed, and college not organized at last report, 1880.

i Tuition in July, 1881, was made free; annual fees, \$15.

j Entire proceeds of the sale of land scrip, the income of which, \$17,914, is, by various acts of the legislature, divided between the State College at Athens and the branches at Conthbert, Dahlonega, Milledgeville, and Thomassville.

k Amount received annually from the income of the public land scrip fund.

l Incidental fees.

m For expense other than instruction, \$224.

n Two students appointed by each of 92 counties under State law.

o Matriculation and incidental fees.

p Buildings not yet completed; \$85,000 is the prospective value of grounds and buildings.

* Annual; depreciated in 1881 to \$4,700.

† Students from Maryland and the District of Columbia were received free of tuition to the close of the year 1880-81; from 1881-82 all students pay \$75.

‡ This appropriation for the years 1880 and 1881 was for building and equipment.

§ Includes incidental fees.

|| From rents and leases of lands.

¶ In 1879.

|| See report of university (Table IX).

aa To State students; \$75 to others.

ab Income from land grant.

ac Value of equipment; for value of grounds and buildings, see Table IX.

ad Value of grounds and buildings as reported for 1879.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1881, &c.—Continued.

Name.	Libraries.					Property, income, &c.					Date of next commencement.				
	Number of State scholarships.	Number of other free scholars.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.				Value of grounds, buildings, and apparatus.		Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition, fees.	Receipts for the last year from State appropriation.
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society of libraries.						
1	32	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Agricultural and scientific department (Brown University).	646	.....	.....	40	.....	(b)	(b)	(b)	(b)	.....	\$50,000	.....	.....	.....	June 21.
South Carolina College of Agriculture and the Mechanic Arts.	.....	.....	3	40	\$0	26,500	1,000	.....	.....	\$25,000	\$191,800	\$4,508	.....	.....	July 1.
Claflin University and South Carolina Agricultural College and Mechanics' Institute.	.....	.....	4	38	0	(b)	(b)	.....	.....	(b)	.....	5,000	.....	.....	June 8.
University of Tennessee; Tennessee Agricultural College.	2275	0	4	40	30	(b)	(b)	(b)	(b)	(b)	6425,000	225,410	(b)	.....	June 7.
State Agricultural and Mechanical College of Texas.	0	0	4	38	33	1,030	300	.....	0	212,000	174,000	14,280	\$4,191	\$0	June 21.
University of Vermont and State Agricultural College.	0	618	4	38	45	(b)	.....	.....	.....	(b)	(b)	*\$8,180	(b)	(b)	June 28.
Virginia Agricultural and Mechanical College*.	200	0	4	43	\$0	700	200	20	50	100,000	360,000	20,000	100	0	August 2.
Hampton Normal and Agricultural Institute.	0	50	3	37	0	1,500	640	450	0	421,080	778,000	3,500	0	\$10,500	May 12.
Agricultural department of West Virginia University.	660	.....	2	41	24	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	June 8.
College of Arts (University of Wisconsin).....	0	610	4	38	0	(b)	(b)	(b)	0	\$200,000	\$287,000	\$15,322	18	0	June 21.

* From Report of the Commissioner of Education for 1880. e Agricultural funds only; for university funds, see e To State students; \$40 to others.

Table IX.

e Number of scholarships in 1880 from the income of

d Principal of agricultural fund, the income of which

is for this institution and the South Carolina Agr.

cultural College at Orangeburg.

f Does not include amount arising from sale of con-

gressional land grant.

g Income from land grant.

h Reported with classical department (see Table IX).

TABLE A.—TABLE A.—LISTING OF COLLEGE AND UNIVERSITY INSTITUTIONS OF THE UNITED STATES BUREAU OF EDUCATION, grant, for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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					Male.	Female.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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1	School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing. Department of Mining and Metallurgy (Colorado College).	San Francisco, Cal. (24 Post street).	1862	A. van der Naillon	2	26	8	(5)	48

^a From Report of the Commissioner of Education for 1880.^b Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."^c To be opened in March, 1883.^d A department for elective graduate study only.^e There are also 33 students in the College of Music.^f The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed, on entering the college, to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

	Schenectady, N. Y.	1790	1840	Rev. E. N. Fetter, D. D., LL. D.		11	12	13	14	15	16	17	18
20	School of Civil Engineering of Union College.	1826	1824	James Forsyth		16		100	39	21	20	20	4
21	Troy, N. Y.	1826	1824	James Forsyth		16		100	39	21	20	20	4
22	Cincinnati, Ohio	1829	1828	Thomas Gilpin									
23	Cleveland, Ohio	1830	1831	John N. Stockwell, Ph. D., senior member of faculty.		6							
24	Toledo, Ohio	1873	1874	Richard Mott									
25	Drifton, Pa.	1879	1879	Oswald J. Heinrich, principal									
26	Easton, Pa.	1826	1826	Rev. William C. Cattel, D. D., LL. D.	0	0	720	73	120	53	30	12	3
27	Philadelphia, Pa.	1824	1824	William P. Tatham		15							
28	Philadelphia, Pa.	1755	1872	John M. Cogen		46		440					
29	Philadelphia, Pa.	1755	1872	William Pepper, M. D., LL. D.		21	0	118	44	33	25	17	15
30	Philadelphia, Pa.	1855	1847	William Wagner, LL. D.		6	10	11,500					26
31	Pittsburgh, Pa.			Rev. Henry M. McCracken, D. D.	7	(8)		9	4	4	1		
32	South Bethlehem, Pa.			Robert A. Lamberton, LL. D.	0	0	0	0	78	36	77	75	
33	Northfield, Vt.	1834	1834	Col. Charles H. Lewis, LL. D.		5	5	20	10	4	4	3	
34	Lexington, Va.	1782		Gen. G. W. C. Lee		1		m8					
35	Lexington, Va.	1839	1839	Gen. Francis H. Smith, LL. D.		7		117	45	30	20	22	
36	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., chairman of faculty.	0	0	0	0	0	0	0	0	
37	Washington, D. C.			W. J. Newton, secretary.									

* From Report of the Commissioner of Education for 1880.

a Number of candidates for the degree of c. e. for the year ending June, 1881; after 1881 the degree of civil engineer will be conferred only as a second degree.

b In the elementary school of the Polytechnic Institute.

c Includes 101 students in Manual Training School; this school, organized in 1839, has a faculty of 10 and a course of study covering 3 years.

d See report of Stevens High School (Table VII).

e Catalogue 1881-'82 gives Rev. John Hall, D. D., chancellor ad interim.

f Reported with classical department (see Table IX).

g Graduating class June 16, 1880.

h A department of science and arts was created in 1881, part of its work being the maintenance of evening classes in geometry and mathematics and in elementary physics and mechanics. Instruction is given by lectures.

i Instruction was suspended in 1877 on account of unproductiveness of endowment funds, and has not yet been resumed.

j In the drawing schools and schools of mechanical handwork.

k These statistics are from a return for 1878.

l Total number admitted during the year.

m Number attending the school of applied mathematics.

n Not fully organized.

Name.	Number of State scholarships.			Number of other free scholarships.			Number of years in full course of study.			Number of weeks in scholastic year.		Annual charge to each student for tuition.		Libraries.					Property, income, &c.					Date of next commencement.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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	Toronto University of Arts and Trades*					\$100,000	(d)	(d)			
44	School of Engineering and Applied Science					(d)	(d)	(d)			
45	Purdue Scientific Department of Lafayette College	0	0	4	39	45-75	(d)	(d)	896	(d)	
46	Franklin Institute					15,068	(d)	(d)		(d)	
47	Spring Garden Institute*					8,500	(d)	(d)		(d)	
48	Towson Scientific School (University of Pennsylvania)*					160	(d)	(d)		(d)	
49	Wagner Free Institute of Science u.	4			35	100	(d)	(d)		(d)	
50	School of Engineering and Chemistry (Western Uni-				25	0	(d)	(d)	500	(d)	
51	versity of Pennsylvania).	3,4			40	80-128	(d)	(d)		(d)	
52	Schools of Civil and Mechanical Engineering, Mining,						(d)	(d)		(d)	
53	and Metallurgy (Lehigh University).	4			40	0	(d)	(d)		(d)	
54	Lewis College	4			87	100	4,000	(d)		20,000	
55	School of Civil and Military Engineering (Washington	3			36	50	(d)	(d)		(d)	
56	and Lee University).										
57	Virginia Military Institute	50	4	4	40	100	550	(d)	2,000	150	
58	Scientific department, University of Virginia.	w13			38	225	(d)	(d)		150	
59	Polytechnic department of National University v.	v13									

*From Report of the Commissioner of Education for 1880.

and will tax on all assessed property in the State.

Adelphi University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legis-

lure of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land serin."

6 The university is bound to receive, free of charge for
exceeding eight or any other time, of the annual value
of \$150 for graduates of the State normal schools.
Includes endowment property.

t Including value of library, estimated at \$40,000.

representatives.
 k Entrance fee \$10 and annual tax \$20 to residents of Michigan; to others fee and tax each \$25.
 l These statistics are from a return for 1878.
 m Includes value of income and license.

u Reported with classical department (see **Table IX**).
v Includes value of museum and library.
w This number for all departments; all students from Michigan; to others, fee and tax each \$25.
z Includes valuation of Manual Training School.

Virginia over eighteen years of age are admitted free to this number for an examination; an entrance from a previous year is not required.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524
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g The place of this college is supplied by the Massachusetts. Receipts from all sources. is. Net have of from students. Each success.

settle Agricultural College at Amherst.

TABLE X—*Memoranda*

TABLE 1. — *Memoranda.*

Time	Location	Notes
10:00
10:30
11:00
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Name.	Location.	Remarks.

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.....	Philadelphia, Pa.....	Closed
.....	Politechnic College of the State of Pennsylvania.....	

[illegible]

New Market Polytechnic Institute	New Market, Va	No information received.

100

2

TABLE X.—Memoranda.

Name.	Location.	Remarks.
Polytechnic College of the State of Pennsylvania.....	Philadelphia, Pa.....	Closed.
Norwich University.....	Norfield Vt.....	Name changed to Lewis College.
New Market Polytechnic Institute.....	New Market, Va.....	No information received.

TABLE XI.—Statistics of schools of theology for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors	Non-resident professors and lecturers	Endowed professorships	
1	2	3	4	5	6	7	8	9	
1 Alabama Baptist Normal and Theological School	Selma, Ala.	1881	1878	Baptist	Rev. W. H. McAlpin	1			
2 Theological department of Talladega College	Talladega, Ala.	1869	1872	Congregational	Rev. Henry S. DeForest, A. M., D. D.	1	0	0	
3 Institute for Training Colored Ministers	Tuscaloosa, Ala.	0	1876	Presbyterian	Rev. Charles A. Stillman, D. D.	2	0	0	
4 Pacific Theological Seminary	Oakland, Cal.	1869	1869	Congregational	Rev. J. A. Benton, D. D., senior professor	3	4	2	
5 San Francisco Theological Seminary	San Francisco, Cal.	1871	1871	Presbyterian	Rev. William Alexander, clerk of faculty.	4			
6 Franciscan College	Santa Barbara, Cal.		1868	Roman Catholic	Rev. J. J. O'Keefe, O. S. F.	8			
7 Theological School	Denver, Colo.			Prot. Episcopal	Rt. Rev. John Franklin Spalding, D. D.	4			
8 Theological Institute of Connecticut	Hartford, Conn.	1883	1834	Congregational	Rev. William Thompson, D. D., dean	8		5	
9 Berkeley Divinity School	Middletown, Conn.	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D., dean	0	1		
10 Theological department of Yale College	New Haven, Conn.	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	(13)		6	
11 Theological department of Clark University	Atlanta, Ga.			Meth. Episcopal	Rev. E. O. Thayer, A. M.	(a)			
12 Theological department of Mercer University	Macon, Ga.			Baptist	Rev. Archibald J. Battle, D. D.	2			
13 Theological department of St. Viator's College	Bourbonnais, Ill.	1874	1865	Roman Catholic	Very Rev. Peter Beaudoin, C. S. V.	4			
14 Theological department of Blackburn University	Carlinville, Ill.	1867	1859	Presbyterian	Rev. E. L. Hurd, D. D.	3	4	1	
15 German Theological Class in Carthage College	Carthage, Ill.			Lutheran	Rev. J. A. Kunkelmann, A. M.	1			
16 Chicago Theological Seminary	Chicago, Ill. (cor. Ashland and Warren avenues),	1855	1858	Congregational	Rev. G. S. F. Savage, D. D., secretary	7	0	60	
17 Presbyterian Theological Seminary of the North-west	Chicago, Ill. (1060 North Halstead street).	1856	1859	Presbyterian	Rev. Le Roy J. Halsey, D. D., LL. D., secretary.	6		4	
18 Bible department of Berea College	Berea, Ill.	1855	1864	Christian	J. M. Allen, A. M.	(a)			
19 Garrett Biblical Institute	Evanston, Ill.	1855	1856	Meth. Episcopal	Rev. William X. Nields, A. T. D.	5		5	
20 Theological department of German English College	Galesburg, Ill.	1871	1868	Ger. Meth. Episc.	Rev. Fr. Kopp	3	1	0	
21 Swedish-American Apsargel College and Missionary Institute	Knorrville, Ill.		1875	Ev. Lutheran	J. G. Princell	4	1	0	
22 Theological department of McKendree College	Lebanon, Ill.			Meth. Episcopal	Rev. Daniel W. Phillips, A. M.	1			
23 Warburg Seminary	Mondovi, Ill.	1875	1863	Ev. Lutheran	Rev. Sigmond Fritschel, D. D.	3			
24 Baptist Union Theological Seminary	Morgan Park, Ill.	1864	1867	Baptist	Rev. G. W. Northrup, D. D., LL. D.	7	3	0	
25 Jubilee College	Kobla's Nest, Ill.	1847	1840	Prot. Episcopal	Rt. Rev. Alexander Burgess, A. T. D.				

28	Theological department of Shurtleff College.	Springfield, Ill.	1895	1874	Ev. Lutheran	Prof. A. Craemer, director.	2	1	0
29	Medical department of Indiana Asbury University.	Upper Alton, Ill.	1887	1867	Baptist	Rev. A. A. Kendrick, D. D.	4	4	2
30	Theological department of Union Christian College.	Greencastle, Ind.	1887	1879	Method. Episcopal	Rev. Alexander Martin, D. D., LL. D.	1	1	1
31	St. Meinrad's Ecclesiastical Seminary.	St. Meinrad, Ind.	0	1860	Roman Catholic.	Rev. T. C. Smith, A. M.	4		
32	Theological department of Griswold College.	Davenport, Iowa.	1869	1860	Prot. Episcopal	Rev. Abbot Fintan Mundwiler, O. S. B.	3		8
33	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa.	1871	1856	Presbyterian	Rev. William Stevens Perry, D. D., LL. D. (ex officio).	3		
34	German College.	Mt. Pleasant, Iowa.	1873	1873	Ger. Meth. Epist.	Rev. Jacob Consett, senior professor.	3		
35	Bible department of Okaloosa College.	Okaloosa, Iowa.	1866	1872	Christian	Rev. William Balcke, A. M.	3		
36	Kansas Theological School.	Topeka, Kans.	1874	1874	Prot. Episcopal	G. H. Laughlin, A. M.	(a)		
37	Danville Theological Seminary.	Danville, Ky.	1854	1853	Presbyterian	Rev. Thomas H. Vall, D. D., LL. D. (ex officio).	2	0	
38	College of the Bible.	Lexington, Ky.	1865	1865	Presbyterian	Rev. Stephen Yerkes, D. D., senior professor.	4	0	
39	Preston Park Theological Seminary.	Louisville, Ky.	1870	1865	Christian	Robert Graham, A. M.	3	0	0
40	Southern Baptist Theological Seminary.	Louisville, Ky.	1876	1869	Roman Catholic.	Very Rev. George McCloskey	4	4	
41	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	Louisville, Ky.	1864	1863	Baptist	Rev. James P. Boyce, D. D., LL. D.	5	1	1
42	Theological department of New Orleans University.	New Orleans, La.			Prot. Episcopal	Rev. B. B. Smith, D. D.	0	0	
43	Theological department of Leland University.	New Orleans, La.			Meth. Episcopal	Isaac N. Taylor, A. M.	2		
44	Theological department of Straight University.	New Orleans, La.	1869	1870	Baptist	Rev. Seth J. Axtell, Jr.	1		
45	Theological Seminary.	New Orleans, La.			Congregational	Rev. W. S. Alexander, D. D.	1		
46	Bangor Theological Seminary.	Bangor, Me.	1814	1816	Roman Catholic.	Rev. J. M. Berromet	1		
47	Bates College, Theological School.	Lebanon, Mo.	1870	1870	Congregational	Rev. John S. Sawall, dean.	6		4
48	Centenary Biblical Institute (Edmondson avenues).	Baltimore, Md.	1867	1872	Prot. Will. Bapt.	Rev. Oren R. Cheney, D. D.	4	0	1
49	Theological Seminary of St. Sulpice and St. Mary's University.	Baltimore, Md.	1860	1791	Meth. Episcopal	Rev. John Emory Round, M. A.	64		0
50	Theological department of Mt. St. Mary's College.	Emmittsburg, Md.	1868		Roman Catholic.	Very Rev. A. Magnien, S. S., D. D.	8	0	0
51	Scholaesticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement.	Ithaca, Md.	1868		Roman Catholic.	Very Rev. William Byrne, D. D.	3		
52	Woodstock College.	Woodstock, Md.	1867	1869	Roman Catholic.	Rev. George Enland, C. S. S. R.	6		
53	Andover Theological Seminary.	Andover, Mass.	1807	1808	Roman Catholic.	Rev. F. James Perron, S. J.	10	0	0
54	Boston University School of Theology.	Boston, Mass.	1869	1847	Congregational	Rev. E. C. G. Smyth, D. D.	7	2	8
55	Divinity School of Harvard University.	Cambridge, Mass.	1860	1819	Meth. Episcopal	Rev. James E. Lattimer, S. T. D., dean.	13	5	5
56	Episcopal Theological School.	Cambridge, Mass.	1867	1867	Non-sect.	Charles W. Eliot, LL. D., president.	6		4
57	Tufts College Divinity School.	College Hill, Mass.	1862	1869	Prot. Episcopal	Rev. C. C. Everett, D. D., dean.	4	1	
58	Newton Theological Institution.	Newton Centre, Mass.	1826	1825	Universalist	Rev. George Zabriskie Gray, D. D., dean.	4	3	1
59	New Church Theological School.	Waltham, Mass.	0	1866	Baptist	Rev. E. H. Capen, D. D. (ex officio).	6	1	0
60	School of Theology, Adrian College.	Adrian, Mich.	1859	1878	New Church.	Rev. Alvah Corey, D. D., LL. D.	6	1	0
61	Theological department of Hillesdale College.	Hillesdale, Mich.	1855	1873	Free Will Bapt.	Rev. S. F. Dike, D. D.	0	4	
62						D. S. Stephens, M. A.	3		1
63						Rev. De Witt C. Durgin, D. D.	3	1	

c From Report of the Commissioner of Education for 1890.
d Reported with classical department (see Table IX).
e Five of these are only partially endowed.
f All instruction suspended for some years.
g Since succeeded by Rev. Joseph E. Keller, s. j.
h For all departments.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
1	2	3	4	5	6	7	8	9	
Seabury Divinity School*	Fairbault, Minn.	1860	1860	Prot. Episcopal	Rt. Rev. Henry B. Whipple, D. D.	5	.....	.....	.....
62 Augsburg Seminary*	Minneapolis, Minn.	1874	1869	Lutheran	Prof. George Synderup	3	.....	.....	.....
63 St. John's Seminary	St. Joseph, Minn.	1857	1857	Roman Catholic	Rt. Rev. Alexius Edelbrock, O. S. B., abbot.	a20	.....	.....	.....
64 Bishop Green Associate Mission and Training School*	Dry Grove, Miss.	0	1867	Prot. Episcopal	Rev. William K. Douglas, S. T. D.	2	1	0	.....
65 Natchez Seminary	Natchez, Miss.	0	1877	Baptist	Rev. Charles Ayer	2	.....	.....	.....
66 St. Vincent's College and Theological Seminary	Cape Girardeau, Mo.	1843	1844	Roman Catholic	Rev. J. W. Hickey, C. M.	3	.....	.....	.....
67 Jeremiah Vardeman School of Theology in William Jewell College,	Liberty, Mo.	1849	1868	Baptist	Rev. W. R. Rothwell, D. D.	3	.....	.....	.....
68 Concordia College (Seminary)	St. Louis, Mo.	1853	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D., director.	6	.....	.....	.....
69 German Congregational Theological Seminary	Cretz, Nebr.	1878	1878	Congregational	Rev. William Sloss, chairman of board.	1	0	1	.....
70 Divinity School of Nebraska College	Nebraska City, Nebr.	1866	1866	Prot. Episcopal	Rev. R. W. Oliver, D. D., dean.	1	.....	.....	.....
71 German Theological School of Newark	Bloomfield, N. J.	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D.	4	10	0	.....
72 Drew Theological Seminary	Madison, N. J.	1867	1867	Meth. Episcopal	Rev. Henry A. Hutts, D. D.	6	.....	.....	.....
73 Theological Seminary of the Reformed (Dutch) Church in America,	New Brunswick, N. J.	1784	1783	Ref. Dutch	Rev. David D. Demarest, D. D., secretary.	4	1	4	.....
74 Theological Seminary of the Presbyterian Church.	Princeton, N. J.	1822	1812	Presbyterian	Rev. William H. Roberts, A. M., librarian.	9	1	4	.....
75 Diocesan Seminary of the Immaculate Conception.	South Orange, N. J.	0	1856	Roman Catholic	Very Rev. William P. Salt, A. M., di rector.	4	.....	0	.....
76 St. Bonaventure's Seminary	Allegany, N. Y.	1875	1859	Roman Catholic	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	3	.....	.....	.....
77 Auburn Theological Seminary	Auburn, N. Y.	1820	1821	Presbyterian	Rev. Samuel M. Hopkins, D. D., senior professor.	5	.....	5	.....
78 Canton Theological Seminary	Canton, N. Y.	1838	1838	Universalist	Rev. I. M. Atwood, D. D.	4	1	3	.....
79 The Lansey Divinity School	Geneva, N. Y.	1861	1861	Prot. Episcopal	Rev. James Rankine, D. D., rector.	1	.....	1	.....
80 Hamilton Theological Seminary	Hamilton, N. Y.	1819	1820	Baptist	Rev. E. Dodge, D. D., LL. D., senior professor.	2	1	5	.....
81 Hartwick Seminary, theological department	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. James Pitcher, A. M., principal.	9	1	1	.....

84	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y. (corner 20th st. and 9th ave.).	1822	1820	Prot. Episcopal	Rev. Eugene A. Hoffman, D. D., dean.	7	0	4
85	Union Theological Seminary	New York, N. Y. (9 University Place).	1839	1836	Presbyterian	Rev. Roswell D. Hitchcock, D. D., LL. D.	8	3	6
86	Rochester Theological Seminary	Rochester, N. Y.	1850	1851	Baptist	Rev. Augustus H. Strong, D. D.	8	0	48
87	Christian Biblical Institute.	Stonfordville, N. Y.	1870	1870	Christian	Rev. J. B. Weston, A. M.	2	4	0
88	College and Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1863	1856	Roman Catholic	Very Rev. P. V. Kavanagh, C. M.	4	0	0
89	St. Andrew's Divinity School	Syracuse, N. Y.	1876	1876	Prot. Episcopal	Rt. Rev. F. D. Huntington, S. T. D.	3	0	0
90	St. Joseph's Provincial Seminary	Troy, N. Y.	1864	1864	Roman Catholic	Very Rev. Henry Gabriels, S. T. L.	4	0	0
91	Theological department of Biddle University*	Charlotte, N. C.	1877	1868	Presbyterian	Rev. Stephen Mattoon, D. D.	4	0	0
92	Bennett Seminary	Greensboro, N. C.	0	1874	Meth. Episcopal	Rev. E. O. Thayer, A. M.	1	0	0
93	Theological department of Shaw University	Raleigh, N. C.	1874	1865	Baptist	Rev. H. M. Tupper, A. M.	2	0	0
94	Theological department of Trinity College*	Trinity, N. C.	1852	1852	Meth. Epia. So	Rev. B. Craven, D. D., LL. D.	3	0	0
95	Biblical department of Ashland College*	Ashland, Ohio	1878	1879	Brethren	Elder R. H. Miller	2	0	0
96	Theological department of German Wallace College.	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D.	2	0	0
97	Legs.								
97	St. Charles Borromeo Theological Seminary	Carthage, Ohio	1864	1864	Roman Catholic	Rev. Godfrey Schlachter, C. P. S., di-rector.	7	0	0
98	Lane Theological Seminary	Cincinnati, Ohio	1829	1832	Presbyterian	Rev. Llewellyn J. Evans, D. D.	5	0	0
99	St. Mary's Theological Seminary	Cleveland, Ohio	1849	1849	Roman Catholic	Rev. N. A. Moes	3	0	0
100	German Lutheran Seminary	Columbus, Ohio	1830	1830	Ev. Lutheran	Rev. M. L. Loy	3	0	0
101	Union Biblical Seminary	Dayton, Ohio	1871	1871	U. B. in Christ	Rev. Lewis Davis, D. D.	4	0	1
102	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. Gregory T. Bedell, D. D., ex-officio.	5	1	2
103	Department of Theology (Oberlin College)	Oberlin, Ohio	1834	1835	Congregational	Rev. James H. Fairchild, D. D.	2	0	2
104	Theological department of Wittenberg College	Springfield, Ohio	1845	1845	Reformed	Rev. S. Sprecher, D. D., LL. D.	2	0	2
105	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1851	Reformed	Rev. J. H. Good, D. D.	2	0	2
106	Theological Seminary of Wilberforce University.	Wilberforce, Ohio	1863	1853	At. Meth. Epis	Rev. Benjamin F. Lee, D. D.	4	0	3
107	United Presbyterian Theological Seminary of Xenia	Xenia, Ohio	1877	1794	United Presb	Rev. James Harper, D. D.	4	0	0
108	Theological Seminary of the United Presbyterian Church	Allegheny City, Pa.	1868	1825	United Presb	Rev. A. D. Clark, D. D.	4	0	0
109	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	1844	1827	Presbyterian	Rev. Samuel J. Wilson, D. D., LL. D.	5	0	5
110	Theological course in St. Vincent's College*	Beatty, Pa.	1869	1870	Roman Catholic	Rt. Rev. Boniface Wimmer, O. S. B.	7	0	0
111	Theological department of Ursinus College	Freeland, Pa.	1828	1828	Ref. German	Rev. J. H. A. Bomberger, D. D.	3	1	3
112	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Gettysburg, Pa.	1838	1826	Ev. Lutheran	Rev. Charles A. Stork, D. D., chairman.	3	1	3
113	Theological Seminary of the Reformed Church in the United States.*	Lancaster, Pa.	1881	1825	Reformed	Rev. E. V. Gerhart, D. D.	3	0	3
114	Theological department of Lincoln University.	Lincoln University, Pa.	1871	1871	Presbyterian	Rev. Isaac N. Rendell, D. D.	5	0	3
115	Meadville Theological School	Meadville, Pa.	1846	1844	Unitarian	Rev. A. A. Livermore, A. M.	4	0	3
116	Philadelphia Theological Seminary of St. Charles Borromeo.*	Overbrook, Pa.	1838	1832	Roman Catholic	Rev. William Kieran, D. D., vice rector	3	0	0
117	Divinity School of the Protestant Episcopal Church in Philadelphia.*	Philadelphia, Pa.	1862	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5	1	4

* From Report of the Commissioner of Education for 1880.
 a For all departments.
 b Temporarily suspended.

c Instruction suspended in 1875; the seminary exists for the present only in its library and property.
 d Three of these are only partially endowed.

e Since succeeded by Rev. Wilbur F. Steele, B. D.
 f In 1878.

TABLE XI.—Statistics of schools of theology for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Kindred professors.
1	2	3	4	5	6	7	8	9
118 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa. (212 and 214 Franklin st.).	1864	1864	Ev. Lutheran	Rev. C. W. Schaeffer, D. D.	4	.....	5
119 Missionary Institute.	Selinsgrove, Pa.	1853	1856	Ev. Lutheran	Rev. H. Ziegler, D. D., superintendent.	2	.....	.....
120 The Crozer Theological Seminary.	Upland, Pa.	1807	1868	Baptist	Rev. Henry G. Weston, D. D.	4	.....	.....
121 Augustinian Monastery of St. Thomas of Villanova.	Villanova, Pa.	1848	1842	Roman Catholic	Very Rev. Thomas C. Middleton, O. S. A., senior professor.	5	.....	.....
122 Benedict Institute.	Columbia, S. C.	1870	1870	Baptist	Rev. C. E. Becker, A. M.	.....	.....	.....
123 Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C.	1832	1831	Presbyterian	Rev. George Howe, D. D., LL. D., chairman of faculty.	4	.....	.....
124 Baker Theological Institute.	Orangeburg, S. C.	1842	1860	Meth. Episcopal	Rev. Edward Cooke, A. M., D. D.	2	.....	1
125 Theological School of Cumberland University.	Lebanon, Tenn.	1842	1854	Cumb. Presb.	Rev. N. Green, chancellor.	2	.....	.....
126 Nashville Normal and Theological Institute.	Nashville, Tenn.	0	1865	Baptist	Rev. D. W. Phillips, D. D.	2	.....	0
127 Theological course in Fisk University.	Nashville, Tenn.	1867	1869	Congregational	Rev. E. M. Cravath, A. M.	2	.....	0
128 Theological department of Central Tennessee College.	Nashville, Tenn.	1866	1866	Meth. Episcopal	Rev. John Braden, D. D.	2	.....	0
129 Theological department of Vanderbilt University.	Nashville, Tenn.	1872	1875	Meth. Episc. So.	Rev. T. O. Summers, D. D., LL. D., dean.	4	.....	4
130 Theological department of University of the South.	Sewanee, Tenn.	1856	1876	Prot. Episcopal	Rev. Telfair Hodgson, D. D., dean.	9	.....	.....
131 Theological department of Burritt College.	Spencer, Tenn.	1879	1879	Christian	T. W. Brents	1	.....	0
132 Theological department of Baylor University.	Independence, Tex.	1845	1865	Baptist	Rev. William Carey Crane, D. D., LL. D.	2	.....	0
133 Theological department of Trinity University.	Tehuacana, Tex.	1867	1868	Cumb. Presb.	Rev. W. E. Beeson, D. D.	1	.....	0
134 Union Theological Seminary.	Hamden Sidney College, Va.	1867	1824	Presbyterian	Rev. B. M. Smith, D. D., librarian	4	.....	4
135 Richmond Institute.	Richmond, Va.	1870	1867	Baptist	Rev. Charles H. Corey, D. D.	4	.....	.....
136 Theological Seminary of the Evangelical Lutheran Synod of the North.	Salem, Va.	1862	1862	Lutheran	Rev. S. A. Kopas, D. D.	2	.....	63
137 Theological Seminary of the Evangelical Lutheran Synod of the West.	Theological Seminary, Va.	1854	1828	Prot. Episcopal	Rev. Joseph Packard, D. D., dean	6	.....	4
138 Theological Seminary of the Evangelical Lutheran Synod of the South.	Franklin, W. Va.	1868	1862	Reformed	H. A. Muehlmeier	6	.....	.....
139 Theological Seminary of the Evangelical Lutheran Synod of the West.	Madison, W. Va.	1868	1870	Ev. Lutheran	Rev. H. A. Frazer	6	.....	.....

141	Nashofah House	1847	1845	Prot. Episcopal	Rev. A. D. Cole, D. D.	4	2	1
142	Seminary of St. Francis of Sales	1877	1856	Roman Catholic	Very Rev. A. Zeininger	13		
143	Theological department of Howard University	1867	1870	Non-sect.	Rev. William W. Patton, D. D.	2	2	1
144	Wayland Seminary		1865	Baptist	Rev. G. M. P. King, A. M.	1		

* From Report of the Commissioner of Education for 1880.
 † Temporarily closed; figures are for 1880.
 ‡ For all departments.

§ These statistics are from a return for 1880.
 ¶ One only partially endowed.

TABLE XI.—Statistics of schools of theology for 1881, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama Baptist Normal and Theological School.....	30				3	32	400	50	200	\$10,000			May 28.
Theological department of Talladega College.....	11	0	0	0	3	36	1,000	0	100	5,000		\$0	June 15.
Institute for Training Colored Ministers.....	17	0	0	3	5	44	600	100	100	2,000		0	July 1.
Pacific Theological Seminary.....	6	1	2	2	3	37	2,600	300	50	75,000		0	May 14.
San Francisco Theological Seminary.....	7			5	3	32	2,240	900	2,200	25,000		80,000	May 14.
Franciscan College.....	2				6	43	2,500			4,000		\$2,770	April 27.
Theological School.....	1												
Theological Institute of Connecticut.....	29	1	24	8	3	38	15,200	4,000	2,342	100,000			May 11.
Berkeley Divinity School.....	38	0	36		3	38	17,000						May 18.
Theological department of Yale College.....	90	7	81	521	3	35	2,000			\$415,000		\$307,756	June 11-15.
Theological department of Clark University.....	(e)				36								
Theological department of Mercer University.....	9		5		5	40	2,000	100					
Theological department of St. Viator's College.....	20			1	3	38	1,200	300	115				
Theological department of Blackburn University.....	9												
Theological department of Blackburn College.....	5												
German Theological Seminary.....	30	4	30	9	3	40	6,000		500	90,000		250,000	April 27.
Chicago Theological Seminary.....	22	2	10	6	3	31	9,000	500	60	300,000		153,200	April 6.
Presbyterian Theological Seminary of the Northwest.....	(e)												
Bible department of Fort Hare.....	76		20	16	3	34	3,000	1,000	250	750,000		275,000	May 11.
Garrett Biblical Institute.....					3	40	100	25	20			15,200	June 8.
Theological department of German English College.....		0	0			34	300	350	46				June.
Theological department of German English College.....	23	0											
Swedish American Augustin College and Missionary Institute.....	14												
Theological department of McKendree College.....	17	14		11	3	40	2,100			6,000		10,363	June 30.
Warrenton Seminary.....	90	3	49	13	3	37	14,000	6,000	0	15,000			May 17-22.
Baptist Union Theological Seminary.....													
Yankton College.....	17	0	3	6	3	35	(e)	(e)	(e)			0	June.
Yankton College.....	90				5	43	600	50		30,000			

	29	14	2	40	100	(e)	(e)	(e)	(e)	June 22.
29	29	14	2	40	100	(e)	(e)	(e)	(e)	June 7.
30	11		3	37	100	(e)	(e)	(e)	(e)	June 28.
31	39		3	38	(e)	(e)	(e)	(e)	(e)	June 21.
32	8	112	1							June 15.
33	23	1	3	40	250	150	50	38,611	43,275	June 15.
34	20		3	40	250	150	50	38,611	43,275	June 15.
35	(e)		3	36	3,550	0	25,000	0	0	June 15.
36	2	0	3	32	5,500	300	10,000	145,545	10,407	April 20.
37	67	0	4	40	600	300	50	10,000	45,000	June.
38	67	0	7	40	8,000	6,000		85,000		May
39	21	2	12	34	10,000	2,000	300	380,000	119,000	May
40	94	1	3	34	10,000	2,000	300	17,000	1,000	May
41	0	0	0	3	5,000					May 26.
42	9		3	34	(e)		(e)			June 1.
43	41		1	36						June 7.
44	16		3	36						June 29.
45	2		6	10	16,500	300	75,000	193,000	15,080	June, 1st week.
46	25		3	36	2,200		25,000			
47	20	8	4	3			30,000			
48	30	0	0	3						
49	125		5	42	(25,000)					
50	21	15	4	42	(e)					July 19.
51	48		6	44	9,144	250				June 30.
52	110	0	0	7	40,000	4,000	2,045	65,000	0	June 30.
53	61	7	59	3	39,000	12,000		240,000	48,000	June 30.
54	63	4	29	3	37	(5,000)			(e)	June 7.
55	81	4	15	6	38	16,252	1,609	310,839	19,868	June 28.
56	20	8	9	3	38	3,000		280,000	7,000	June 15.
57	17	1	3	38	39	(e)	(e)		(e)	June 15.
58	60	0	36	3	39	17,000		136,835	19,146	June 14.
59	6		3	38						June 23.
60	18	1	3	39				20,000	1,200	June 16.
61	31	3	6	3	39	2,000	500	35,000	2,500	
62	26									
63	23		3	31	41,000			225,000		
64	20									
65	3	1	0	1	40	1,500	1,000	5,000		July.
66	20					300		20,000		
67	7		42	5	40	5,000		400,000		
68	49	3	2	40				40,000		June 8.
69	97		3	40	(5,200)					

* From Report of the Commissioner of Education for 1880.

† Estimated annual income.

‡ Senior class of 1880-81.

§ In 1879.

¶ Includes amount received from students' fees, donations, &c.

† Reported with classical department (see Table IX).

‡ Value of school building.

§ All instruction suspended for some years.

¶ Number ordained during the year.

† Income from all sources.

† This institution exists only in name and in the possession of a valuable library and productive funds.

‡ Included in report of students in Table IX.

TABLE XI.—Statistics of schools of theology for 1881, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
German Congregational Theological Seminary a	3											\$45,000	June
Divinity School of Nebraska College	21	0	0	3	3	3	1,500	600	200	\$15,000	20,000	15,000	May 17.
German Theological School of Newark	88		33	33	3	35	15,000	1,000		250,000	250,000	15,000	May 17.
Drew Theological Seminary	45	0	43	7	3	35	23,793	3,176	1,257	250,000	300,000	15,000	May 17.
Theological Seminary of the Reformed (Dutch) Church in America.													
Theological Seminary of the Presbyterian Church	119	7	112	28	3	34	39,000	20,000		374,000	387,903	46,500	April 25.
Diocesan Seminary of the Immaculate Conception	33	0	32	5	4	40	3,000		5	60,000	33,000	1,820	June 21.
St. Bonaventure's Seminary	65		41	17	3	36	14,875	3,725	198	200,000	408,639	30,403	May 11.
Andern Theological Seminary	14	2	1	4	4	38	8,200	1,000	100	50,000	85,000	5,100	June 23.
Canton Theological School	6	0	3	10	3	52	108	400	320	50,000	44,686	1,838	June 21.
De LaSalle Divinity School	49	0	35	10	3	39	8,500	(d)	(d)	175,000	(d)	(d)	June 23.
Hamilton Theological Seminary	16				3	39	3,500	225		25,000	(d)	(d)	June 23.
Hartwick Seminary, theological department	87	0	67		3	40	16,979	9,501	138	300,000	218,577	20,000	June.
Newburgh Theological Seminary a													June.
General Theological Seminary of the Protestant Episcopal Church.	120	5		35	3	33	38,000	38,000	1,200	350,000	1,000,000	64,500	May 8.
Union Theological Seminary	73	0	33	19	3	36	18,304	0	2,560	160,000	441,000	22,500	May 14-18.
Rochester Theological Seminary	20				3	36	1,800	200	250	40,000	20,000	1,100	May 4.
Christian Biblical Institute	54				4	40	6,000						June 23.
College and Seminary of Our Lady of Angola	5				3	36	8,500			200,000			June 23.
St. Andrew's Divinity School	125		8	723	4	40	2,000						June 10.
St. Joseph's Provincial Seminary	10				3	33	2,000		76	613,000			June 9.
Theological department of Bible University	40	0	0	0	2	42	500			(h)	0	0	June 9.
De Montfort Seminary	12	0	0	0	3					(h)	(h)	(A)	
Theological department of Shaw University													
Theological department of Trinity College													
Biblical department of Ashland College													

97	St. Charles Protestant Theological Seminary	39
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l In 1878.
m Number entering the ministry in 1880.
n Number of scholars.
o Temporarily closed; figures are for 1880.
p Reported in Table III.
q These statistics are from a return for 1880.

Includes value of library, \$22,000.
Number ordained as priests during the year.
Reported with classical department (see Table IX).
In 1877.
Includes real estate yielding an annual income, and bonds and notes.
For the year 1879-'80.

From Report of Commissioner of Education for 1880.
Temporarily suspended.
In 1879.
Theological and philosophical.
Reported with academical department (see Table VI).
Instruction suspended in 1874; the seminary exists for the present only in its library and property.

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TABLE XI.—Statistics of schools of theology for 1881, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
133 Theological department of Trinity University.....	19	0	0	19	2	40	500	.....	300	.....	.....	.....	June.
134 Union Theological Seminary <i>b</i>	51	1	.....	.....	3	38	11,000	.....	200	\$50,000	\$220,000	\$14,000	May 4.
135 Richmond Institute	70	.....	.....	6	3	38	2,500	.....	100	80,000	3,000	.....	May.
136 Theological Seminary of the Evangelical Lutheran General Synod South.	10	.....	6	8	3	40	500	.....	.....	.....	.....	.....	May 1.
137 Protestant Episcopal Theological Seminary of Virginia.	40	.....	15	11	3	40	11,000	100	162	18,250	2,000	200	June 29.
138 Mission House School	11	.....	11	11	.....	38	2,432	100	0	18,250	2,000	200	June 30.
139 Luther Seminary	44	.....	13	10	3	40	200	100	0	25,000	.....	.....	June 30.
140 Norwegian Seminary	14	.....	.....	.....	3	34	475	.....	5	.....	15,000	.....	.....
141 Nashotah House	12	0	3	3	3	40	7,000	1,500	20	90,000	57,000	.....	June 29.
142 Seminary of St. Francis of Sales	(203)	.....	.....	234	9	43	4,000	.....	15	70,000	.....	.....	.....
143 Theological department of Howard University	29	.....	.....	6	3	24	(a)	.....	.....	(a)	35,000	.....	May 6.
144 Wayland Seminary	439	.....	.....	.....	.....	.....	1,900	.....	.....	*40,000	.....	.....	May 31.

* From Report of Commissioner of Education for 1880.

b Reported with classical department (see Table IX).*c* These statistics are from a return for 1880.*d* Number ordained as priests during the year.*e* Also included in number of students reported in normal department (Table III).

List of institutions from which no information has been received.

Name.	Location.
School of Theology in Bethel College	Russellville, Ky.
Theological School of Westminster College	Fulton, Mo.
Brooklyn Lay College and Biblical Institute	Brooklyn, N. Y.
Theological department of Urbana University	Urbana, Ohio.
Pravoslavian Theological Seminary	Bethlehem, Pa.
St. Vincent's Seminary	Philadelphia, Pa.
St. Michael's Seminary	Pittsburgh, Pa.
St. John's Theological Seminary	Norfolk, Va.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Atlanta Baptist Seminary	Atlanta, Ga.	See Table VI.
Theological department of Lincoln University.	Lincoln, Ill.	Not reported as a distinct department.
Theological department of Shaw University.	Holly Springs, Miss.	Not a distinct department.
St. Mary's Seminary	Cincinnati, Ohio	Temporarily closed.
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio...	Not now in existence.

TABLE XII.—Statistics of schools of law for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.
1	2	3	4	5	6	7	8	9	10
1 Law School of University of Alabama.....	Tuscaloosa, Ala.....	1832	1878	Burwell Boykin Lewis, LL. D.....	3	.....	20	10	13
2 Hastings College of the Law (University of California).....	San Francisco, Cal.....	1878	1878	S. Clinton Hastings, dean.....	3	.....	187	40	.....
3 Law department of Yale College.....	New Haven, Conn.....	.....	1824	Rev. Noah Porter, D. D., LL. D., president; Francis Wayland, M. A., LL. D., dean; Rev. P. H. Mall, D. D., LL. D., chancellor.	(14)	.....	68	24	281
4 Law department in University of Georgia.....	Athens, Ga.....	1785	1867	Clifford Anderson, chairman of faculty.....	2	(6)	5	.....	1
5 Law department of Mercer University.....	Macon, Ga.....	1874	1874	Reuben M. Benjamin, LL. D., dean.....	7	.....	44	.....	16
6 Bloomington Law School (Illinois Wesleyan University).....	Bloomington, Ill.....	1853	1859	Henry Booth, LL. D., dean.....	5	0	101	25	80
7 Union College of Law of Chicago and Northwestern Universities.....	Chicago, Ill.....	.....	1860	Henry H. Horner, A. M., dean.....	.....	2	11	.....	8
8 Law department of McKendree College.....	Lebanon, Ill.....	.....	1861	Rev. Alexander Martin, D. D., LL. D.....	5	.....	12	.....	.....
9 Law department, Indiana Asbury University.....	Greencastle, Ind.....	1844	1842	Very Rev. Thomas E. Walsh, C. S. C.....	4	2	60	.....	4
10 Law department, University of Notre Dame.....	Notre Dame, Ind.....	.....	1881	George T. Carpenter, A. M.....	.....	.....	.....	.....	.....
11 Iowa College of Law (Drake University).....	Des Moines, Iowa.....	.....	1865	Lewis W. Ross, A. M., chancellor.....	2	5	158	40	68
12 Law department of State University of Iowa.....	Iowa City, Iowa.....	.....	1847	Rev. W. J. Spaulding, Ph. D.....	3	.....	5	.....	.....
13 Law department of State University of Iowa.....	McClelland, Iowa.....	.....	.....	J. W. Green, A. M., dean.....	2	.....	15	.....	.....
14 Course of law in Iowa Wesleyan University.....	Lawrence, Kans.....	.....	1868	Madison C. Johnson, LL. D.....	5	.....	.....	.....	.....
15 Law School, University of Kansas.....	Lawrence, Kans.....	.....	1866	Isaac Caldwell, president; James S. Pirtle, secretary.....	3	0	45	10	25
16 College of Law, Kentucky University.....	Lexington, Ky.....	.....	1840	.....	.....	.....	.....	.....	.....
17 Law department of University of Louisville.....	Louisville, Ky.....	.....	1846	.....	.....	.....	.....	.....	.....
18 Law department, Howard University.....	New Orleans, La.....	.....	1870	Rev. W. S. Alexander, D. D.....	4	.....	24	0	0
19 Law department, University of Louisiana.....	New Orleans, La. (Box 1015).....	.....	1847	Orville Hunt, LL. D., dean.....	4	.....	35	.....	.....
20 School of Law of the University of Maryland.....	Baltimore, Md.....	.....	1812	George W. Dobbin, LL. D., dean.....	4	0	60	80	88
21 Boston University School of Law.....	Boston, Mass.....	.....	1860	William F. Warren, LL. D., LL. D.....	(18)	.....	151	57	33

31	Law School of Harvard University	Cambridge, Mass.	1817	Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean.	0	.....	130	94
32	Law department, University of Michigan	Ann Arbor, Mich.	1859	Thomas M. Cooley, LL. D., dean.	5	0	395	65
33	Department of Law, University of Mississippi	Oxford, Miss.	1844	Alexander P. Stewart, chancellor.	(6)	3	18	145
34	Law department, State University of Missouri	Columbia, Mo.	1839	Philemon Bliss, LL. D., dean.	2	2	49	16
35	St. Louis Law School (Washington University)	St. Louis, Mo. (1417 Lucas Place)	1853	Henry Hitchcock, LL. D., dean.	8	0	70	32
36	Albany Law School (Union University)	Albany, N. Y.	1851	Horace E. Smith, LL. D., dean.	(9)	0	54	25
37	Law School of Hamilton College	Clinton, N. Y.	1854	Rev. Samuel G. Brown, D. D., LL. D.	2	1	35	24
38	Columbia College Law School	New York, N. Y.	1754	F. A. P. Barnard, LL. D., LL. D., LL. D.	6	0	471	126
39	Department of Law, University of the City of New York*	New York, N. Y.	1830	Henry E. Davies, LL. D.	5	.....	90	12
40	Law department, University of North Carolina*	Chapel Hill, N. C.	1789	Kemp P. Battle, LL. D.	1	0	13	0
41	Law department, Rutgers College	Rutherford College, N. C.	1871	Rev. E. L. Abernethy, A. M., D. D.	1	1	.....	0
42	Law department, Trinity College*	Trinity, N. C.	1852	Rev. B. Graven, D. D., LL. D.	3	0	14	0
43	Law School of the Cincinnati College	Cincinnati, Ohio	1819	Jacob D. Cox, LL. D., dean.	8	0	127	33
44	Law department of Lafayette College	Easton, Pa.	1874	William S. Kirkpatrick, A. M., dean.	.....	.....	.....	04
45	Law department, University of Pennsylvania	Philadelphia, Pa.	1755	E. Coppée Green, LL. D., dean.	5	0	141	49
46	Law School of Cumberland University	Lebanon, Tenn.	1847	Nathan Green, A. M., LL. D., chancellor.	2	.....	45	32
47	Law department, Central Tennessee College	Nashville, Tenn.	1880	Rev. John Braden, D. D.	5	.....	1	0
48	Law department, Vanderbilt University	Nashville, Tenn.	1872	Thomas H. Malone, M. A., dean.	4	0	53	13
49	School of Law and Equity, Washington and Lee University	Lexington, Va.	1783	General G. W. C. Lee, president of university.	(5)	.....	20	10
50	Law School, Richmond College	Richmond, Va.	1822	R. Puryear, LL. D., chairman of faculty.	1	0	9	8
51	Law School, University of Virginia	University of Virginia, Va.	1819	James F. Harrison, M. D., chairman of faculty.	2	.....	122	26
52	Law department, West Virginia University	Morgantown, W. Va.	1895	D. B. Purinton, A. M., acting president.	1	.....	11	.....
53	Law department, University of Wisconsin	Madison, Wis.	1838	J. H. Carpenter, LL. D., dean.	7	.....	52	84
54	Columbian University Law School	Washington, D. C.	1821	James C. Welling, LL. D.	5	.....	155	11
55	Law department of Georgetown University	Washington, D. C.	1815	Charles W. Hoffman, A. M., LL. D., dean.	7	.....	38	9
56	Law department of Howard University	Washington, D. C.	1867	Rev. Wm. W. Patton, D. D.	13	.....	13	5
57	National University, law department*	Washington, D. C.	1870	Arthur MacArthur.	4	6	66	27

The president for 1881-'82 is Hon. Aaron J. Vander-

poet, LL.D.
Reported in 1880 as temporarily suspended; no law
students appear in the catalogue of the college for
1881-'82.

* From Report of the Commissioner of Education for 1890.

University charter.

Senior class of 1880-81.
Succeeded in June 1879; no information of his reor-

ganzation has been received.

Since succeeded by Hon. William G. Hammond, LL. D

TABLE XII. — Statistics of schools of law for 1881, &c. — Continued.

Name.	Number of years in full course of study.	Number of weeks in school year.	Annual charge to each student for tuition.	Library.			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	11	12	13	14	15	16	17	18	19	20	21
1 Law School of University of Alabama.....	1	38	\$50					\$100,000	\$7,000	\$21,500	June 21.
2 Hastings College of the Law (University of California).....	3	40	0					10,000	564	6,785	May 29.
3 Law department of Yale College.....	62	35	100, 125	8,000	1,000						June 27.
4 Law department in University of Georgia.....	1, 2	41	100	(c)	(c)	(c)	(c)				July 19.
5 Law department of Mercer University.....	1	1	60	(c)	(c)						July.
6 Bloomington Law School (Illinois Wesleyan University).....	2	36	60	(c)						\$1,420	June 14.
7 Union College of Law of Chicago and Northwestern Universities.	2	36	75				\$0	0	0	\$5,760	June 15.
8 Law department of McKendree College.....	2	40	21								June 9.
9 Law department, Indiana Asbury University.....			\$20	(c)							June 21.
10 Law department, University of Notre Dame.....	2	40-42									June 20.
11 Iowa College of Law (Drake University).....	1, 2	37	50	2,807	0	192	(c)	(c)	(c)	7,032	June 7.
12 Law department of State University of Iowa.....			\$25							\$325	February 25.
13 Course of law in Iowa Wesleyan University.....	2	34									June 1.
14 Law School, University of Kansas.....	2	20	60				0	0	0	2,000	May.
15 College of Law, Kentucky University.....	2	36	56							\$3,000	May.
16 Law department of University of Louisville.....	2	34	100	\$28,000			\$10,000				June 7.
17 Law department, Straight University.....	2	34	100				\$25,000				June 28.
18 Law department, University of Louisiana.....	2	35	123, 75, 50								March.
19 School of Law of the University of Maryland.....	3	35	150	19,000	0	1,000	(c)	(c)	(c)	22,268	June 20.
20 Boston University School of Law.....	3	37	(c)	6,000						16,500	June 20.
21 Law School of Harvard University.....	3	39	50	\$1,000			(c)	(c)	(c)	\$650	March 31.
22 Law department, University of Michigan.....	2	29	40							1,120	June 14.
23 Department of Law, University of Mississippi.....	2	31	80	8,848	100	45	80,000	10,000		4,960	May.
24 Law department, State University of Missouri.....	2	33	130	\$1,105		\$233	\$30,000			\$12,000	June 30.
25 St. Louis Law School (Washington University).....	2	33	60								May 17.
26 Albany Law School (Union University).....	2	33	60	7,000						45,000	May 18.
27 Law School of Hamilton College.....	2	33	100								June 1.
28 Columbia College Law School.....	2	33	100								June 1.
29 Department of Law, University of the City of New York.....	2	33	100								June 1.
30 Law department, University of North Carolina.....	2	40	100	700							

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.			Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	
1	2	3	4	5	6	7	8	9	10	11
I. MEDICAL AND SURGICAL.										
1. Regular.										
1 Medical College of Alabama.....	Mobile, Ala.....	1860	1859	William H. Anderson, M. D., dean.....	8	0	60	6	24	
2 Medical department of Arkansas Industrial University.....	Little Rock, Ark.....	1879	1879	P. O. Hooper, M. D.....	14		36		10	
3 Medical College of the Pacific (University College).	San Francisco, Cal.....		1858	J. H. Wythe, M. D., president; Henry Gibbons, Jr., M. D., dean.....	16	0	56		9	
4 Medical department, University of California.....	San Francisco, Cal.....	1868	1872	Robert A. McLean, M. D., dean.....	12	2	62		16	
5 Woman's Medical College of the Pacific Coast.....	San Francisco, Cal.....		1881	Mrs. S. E. F. Wells, M. D.....						
6 Denver Medical College (University of Denver).....	Denver, Colo.....	1881	1881	H. K. Steele, M. D.....	16		15			
7 Medical department of Yale College.....	New Haven, Conn.....	1810	1813	Charles A. Lindesley, M. D., dean.....	(18)		21	10		
8 Atlanta Medical College.....	Atlanta, Ga.....	1854	1855	H. V. M. Miller, M. D., LL. D., dean.....	11		134		31	
9 Southern Medical College.....	Atlanta, Ga.....	1879	1879	William Porritt Nicholson, M. D., dean.....	11	0	93		38	
10 Medical College of Georgia (University of Georgia).	Augusta, Ga.....	1828	1829	George W. Rains, M. D., LL. D., dean.....	10		91		23	
11 Chicago Medical College (Northwestern University).	Chicago, Ill.....	1859	1859	Nathan Smith Davis, M. D., LL. D., dean.....	15	0	150	30	45	
12 College of physicians and Surgeons of Chicago.....	Chicago, Ill.....	1881		D. A. K. Steele, M. D., secretary.....	29	2	505	172	144	
13 Rush Medical College.....	Chicago, Ill.....	1837	1843	William Allen, M. D., LL. D.....	24		45		17	
14 Medical College of Chicago.....	Chicago, Ill.....	1870	1870	William H. Wyford, A. M., M. D.....	10	0	17		6	
15 Eastern College of Medicine.....	Fort Wayne, Ind.....	1826	1826	William H. Walker, M. D., dean.....	12	1	47		21	
16 Fort Wayne College of Medicine.....	Fort Wayne, Ind.....	1879	1879	H. D. Wood, A. M., M. D., dean.....	12		37		12	
17 Medical College of Fort Wayne.....	Fort Wayne, Ind.....	1879	1879	Charles D. Pearson, A. M., M. D., dean.....	(17)		40		12	
18 Central College of Physicians and Surgeons.....	Indianapolis, Ind.....	1879	1879		(17)				12	

		1847	1849	1870	W. F. Peck, A. M., M. D., dean	8	5	151	5	35
20	Medical department of the State University of Iowa.	1849	1849	1870	E. J. Gillett, M. D., LL. D., president; H. T. Cleaver, M. D., dean.	(12)		301		121
21	College of Physicians and Surgeons	1874	1874	1874	William H. Bolling, M. D., dean	9		75	5	34
22	Hospital College of Medicine (Central University)	1849	1849	1874	John A. Ockerlony, A. M., M. D., dean	12		147		87
23	Kentucky School of Medicine	1868	1868	1868	J. A. Ireland, M. D., dean	7		120		54
24	Louisville Medical College	1837	1837	1837	J. M. Bodine, M. D., dean	14	0	181		100
25	Medical department of the University of Louisville.									
26	Medical department of the University of Louisiana.	1835	1835	1835	Tobias G. Richardson, M. D.	8	1	204		59
27	Medical School of Maine (Bowdoin College)	1820	1820	1820	Joshua L. Chamberlain, LL. D.	(13)		112	22	30
28	Portland School for Medical Instruction	1858	1858	1858	Charles A. Ring, M. D.	9		18		
29	College of Physicians and Surgeons.	1872	1872	1872	Thomas Opto, M. D., dean	12		860	12	153
30	School of Medicine (University of Maryland)	1807	1807	1807	L. McLane Tiffany, M. D., dean	24		193	30	73
31	College of Physicians and Surgeons.	1860	1860	1860	Hon. Horatio G. Parker	15		23	0	
32	Harvard Medical School (Harvard University)	1782	1782	1782	Calvin Ellis, M. D., dean	(51)		243	118	60
33	Department of Medicine and Surgery (University of Michigan).	1837	1837	1837	Alonzo B. Palmer, M. D., LL. D., dean	17		380	38	91
34	Detroit Medical College.	1868	1868	1868	Theo. A. McGraw, M. D.	(28)		69		27
35	Michigan College of Medicine.	1879	1879	1880	Henry F. Lyster, M. D.	(177)		59		28
36	Medical department of the Minnesota College Hospital.	1881	1881	1881	F. A. Dunsmuir, M. D., dean	12	7	32	2	
37	Medical School of the University of the State of Missouri.	1839	1845	1845	Joseph G. Norwood, M. D., LL. D., dean	8	4	40	19	5
38	Kansas City Medical College	1869	1869	1869	Simoon S. Todd, M. D.	16	1	42	0	12
39	Medical department of the University of Kansas City.	1881	1881	1881	Henry F. Hereford, M. D.	20	3	25	7	10
40	St. Joseph Hospital Medical College	1878	1877	1877	Charles F. Knight, M. D.	10	2	32		7
41	Missouri Medical College	1840	1840	1840	T. F. Frewitt, M. D.	12		250		119
42	St. Louis Medical College	1841	1842	1842	John T. Hodgren, M. D., dean	9	12	151		43
43	Omaha Medical College	1881	1881	1881	Robert R. Livingston, M. D.	(13)		414		
44	New Hampshire Medical Institution (Dartmouth College).	1799	1796	1796	Rev. Samuel C. Bartlett, D. D., LL. D., president; Carlton F. Frost, M. D., dean.	1	12	94	7	29
45	Albany Medical College (Union University)	1839	1838	1838	Thomas Hun, M. D., dean	12	3	178		58
46	Long Island College Hospital	1858	1860	1860	Samuel G. Armour, M. D., LL. D., dean	(22)				51
47	Medical department, University of Buffalo	1846	1847	1847	Charles Cary, M. D., dean	6	3	175	10	48
48	Belleuve Hospital Medical College	1861	1861	1861	Lease E. Taylor, M. D.	23	1	379		118
49	College of Physicians and Surgeons (Columbia College).	1807	1807	1807	Alonzo Clark, M. D., LL. D.	53	0	547	187	
50	Medical department, University of the City of New York.		1841	1841	Charles Inahee Pardee, M. D., dean	31		623	121	200
51	Woman's Medical College of the New York Infirmary.	1864	1868	1868	Emily Blackwell, M. D., dean	0	19	46	3	8

* From Report of the Commissioner of Education for 1880.

† This institution does not confer degrees.

‡ These are matriculates in the Nebraska School of Medicine, a preparatory medical school, which has since become Omaha Medical College.

c Founded in 1845; reorganized in 1873.

d These are matriculates in the Nebraska School of Medicine, a preparatory medical school, which has since become Omaha Medical College.

e Founded in 1845; reorganized in 1873.

† This institution does not confer degrees.

‡ These are matriculates in the Nebraska School of Medicine, a preparatory medical school, which has since become Omaha Medical College.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy, for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.			Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	
1	2	3	4	5	6	7	8	9	10	11
52 College of Medicine of Syracuse University.....	Syracuse, N. Y.	1875	1872	Frederick Hyde, M. D., dean.	15	1	52	2	20	
53 Medical School (University of North Carolina)*.....	Chapel Hill, N. C.			Kemp P. Battle, LL. D., president of university.	3	0	9	1	9	
54 Medical department of Shaw University.....	Raleigh, N. C.		1881	Rev. H. M. Tupper, A. M., president of university.			28			
55 Cincinnati College of Medicine and Surgery.....	Cincinnati, Ohio.	1851	1851	D. D. Bramble, M. D., dean.	9	0	80		30	
56 Medical College of Ohio.....	Cincinnati, Ohio.	1819	1819	W. W. Seelye, M. A., M. D., dean.	11	0	337		103	
57 Miami Medical College.....	Cincinnati, Ohio.	1863	1862	John A. Murphy, M. D., dean.	20		128		34	
58 Medical department of Western Reserve University.	Cleveland, Ohio.	(b)	(b)	W. J. Scott, A. M., M. D., dean.	17		228		91	
59 Columbus Medical College.....	Columbus, Ohio.	1875	1875	D. N. Kinsman, M. D., dean.	5	6	146	3	61	
60 Sterling Medical College.....	Columbus, Ohio.	1847	1847	Henry G. Landis, M. D., registrar.	13	3	69		36	
61 Medical department, Williamette University.....	Portland, Oreg.	1838	1860	E. P. Frazer, M. D., dean.	11	0	80		13	
62 Jefferson Medical College*.....	Philadelphia, Pa.	1826	1825	Ederslie Wallace, M. D., dean.	29	0	605		106	
63 Medical department, University of Pennsylvania.	Philadelphia, Pa.	1749	1765	William Pepper, M. D., LL. D., provost.	0	43	375	97	115	
64 Medical-Chirurgical College of Philadelphia.....	Philadelphia, Pa.	1867	1881	George P. Oliver, A. M., M. D.	21	1	31	8	0	
65 Woman's Medical College of Pennsylvania*.....	Philadelphia, Pa.	1850	1850	Rachel L. Rodley, M. D., dean.	(20)		641	0	13	
66 Medical College of the State of South Carolina.....	Charleston, S. C.	1832	1832	J. Ford Frioleau, M. D., dean.	9	0	77		30	
67 Medical department of the University of Nashville.*	Nashville, Tenn.		1850	William T. Briggs, M. D., dean.	(14)		101		80	
68 Medical department of Vanderbilt University.....	Nashville, Tenn.	1873	1874	Thomas Monro, M. D., dean.	19		808		120	
69 Meharry Medical Department of Central Tennessee College.....	Nashville, Tenn.	1866	1876	G. W. Hubbard, M. D., dean.	8		65	2	8	
70 Nashville Medical College (University of Tennessee).	Nashville, Tenn.	1876	1877	Duncan Ewe, M. D., dean.	15		140	12	55	

72	Medical College of Virginia	Richmond, Va	1863	James R. McCaw, M. D., dean	8	50	10	20
73	Medical department, University of Virginia	University of Virginia, Va	1819	James F. Harrison, M. D., chairman of faculty	5	58		13
74	Medical department, Georgetown University	Washington, D. C. (Tenth and E streets)	1815	F. A. Ashford, M. D., dean	14	0	26	10
75	Medical department of Howard University	Washington, D. C.	1887	Gideon S. Palmer, M. D., dean	10		81	12
76	National Medical College (Columbian University)	Washington, D. C.	1821	A. F. A. King, M. D., dean	15	0	56	4
2.—Ecclectic.								
77	California Medical College (Ecclectic)	Oakland, Cal.	1878	D. Maclean, M. D.	10	0	30	
78	Georgia Eclectic Medical College	Atlanta, Ga.	1877	W. P. H. Fishburn, M. D., dean	6	1	37	3
79	Bennett College of Eclectic Medicine and Surgery	Chicago, Ill. (311 and 513 State street)	1869	Milton Jay, M. D., dean	13		123	17
80	Indiana Eclectic Medical College	Indianapolis, Ind.	1880	W. H. Kendrick, M. D.	5	5	26	
81	American Medical College	St. Louis, Mo.	1873	George C. Pitzer, M. D., dean	7		50	22
82	Eclectic Medical College of the City of New York	New York, N. Y. (19 East Thirty-second street)	1865	Robert S. Newton, M. D.	11	0	216	12
83	United States Medical College	New York, N. Y. (114 and 116 East Thirtieth street)	1878	Robert A. Gunn, M. D., dean	8	6	85	5
84	Eclectic Medical Institute	Cincinnati, Ohio	1845	John M. Scudder, M. D.	8	0	316	113
3.—Homoeopathic.								
85	Chicago Homoeopathic College*	Chicago, Ill. (200 Michigan avenue)	1876	J. S. Mitchell, M. D.	18		85	10
86	Hahnemann Medical College and Hospital	Chicago, Ill. (2811 and 2813 Cottage Grove avenue)	1855	R. Ludlam, M. D., dean	12	0	2262	40
87	Homoeopathic medical department, State University of Iowa	Iowa City, Iowa	1877	A. C. Cowperthwaite, M. D., PH. D., dean	2	7	60	5
88	Boston University School of Medicine	Boston, Mass. (East Concord st.)	1869	I. Tiedale Talbot, M. D., dean	15	15	109	8
89	Homoeopathic Medical College (University of Michigan)	Ann Arbor, Mich.	1874	T. P. Wilson, M. D., dean	7		71	23
90	St. Louis College of Homoeopathic Physicians and Surgeons	St. Louis, Mo.	1880	George S. Walker, M. D., dean	11	0	32	1
91	College of Physicians and Surgeons	Buffalo, N. Y.	1879	S. W. Wetmore, M. D., dean	10		64	6
92	New York Homoeopathic Medical College*	New York, N. Y. (corner Twenty-third street and Third avenue)	1859	J. W. Dowling, M. D., dean	22		163	54
93	New York Medical College and Hospital for Women	New York, N. Y. (213 West Fifty-fourth street)	1863	Mrs. Clarence S. Loxter, M. D.		14	31	5
94	Pulte Medical College	Cincinnati, Ohio (cor. Seventh and Mound streets)	1872	J. D. Buck, M. D., dean	8	2	78	41
95	Homoeopathic Hospital College	Cleveland, Ohio	1849	N. Schneider, M. D., dean	11	1	131	6
96	Hahnemann Medical College of Philadelphia	Philadelphia, Pa. (105 Filbert street)	1848	A. R. Thomas, M. D., dean	18	0	190	15

From Report of the Commissioner of Education for 1880.
In preliminary medical course during session of 1880-
'81 first regular session of the medical school opened
November 1, 1881.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.
1	2	3	4	5	6	7	8	9	10
II.—DENTAL.									
97 Cogswell Dental College (University of California).	San Francisco, Cal.	1879	1881	W. T. Reed, A. M.					
98 Indiana Dental College	Indianapolis, Ind. (46 East Ohio street).	1879	1879	William I. Helskell (president board of trustees).	7	4	28		10
99 Baltimore College of Dental Surgery	Baltimore, Md.	1889	1890	Ferdinand J. S. Gorgan, A. M., M. D., D. S., dean.	11	0	98	25	53
100 Boston Dental College.	Boston, Mass.	1868	1868	John A. Follett, A. M., M. D., dean.	16	0	44	0	18
101 Dental department of the College of Physicians and Surgeons of Boston.	Boston, Mass.		1881						
102 Dental School of Harvard University.	Boston, Mass.		1868	Thomas H. Chandler, D. M. D., dean.	17	2	20	0	5
103 Dental College of the University of Michigan.	Ann Arbor, Mich.	1874	1874	Jonathan Taft, D. D. S., dean.	(10)		86		84
104 Kansas City Dental College.	Kansas City, Mo.	1881	1881	John K. Stark, dean.	18	7	3		
105 Missouri Dental College.	St. Louis, Mo.	1865	1865	Henry H. Mudd, M. D., dean.	10		18		1
106 Western College of Dental Surgeons.	St. Louis, Mo. (Tenth street, cor. of Carr).	1877	1877	C. W. Spalding, D. D. S., M. D., dean.	7		6		
107 New York College of Dentistry.	New York, N. Y. (245 East Twenty-third street).	1865	1866	Frank Abbott, M. D., dean.	21	0	112	4	29
108 Ohio College of Dental Surgery.	Cincinnati, Ohio.	1844	1846	Henry A. Smith, D. D. S., dean.	8	0	81		
109 Department of dentistry, University of Pennsylvania.	Philadelphia, Pa.		1878	William Pepper, M. D., ex officio, president.	(28)		110		47
110 Pennsylvania College of Dental Surgery.	Philadelphia, Pa.	1854	1855	G. N. Petros, M. D., dean.			645	5	57
111 Dental department of the University of Tennessee.	Memphis, Tenn.	1878	1878	Rev. Thomas W. Hume, D. D., M. T. D., president of university.	(24)	17	85		21

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—MEDICAL AND SURGICAL.													
1.—Regular.													
1 Medical College of Alabama	2	20	500	.....	.....	\$5	\$25	\$75	\$420,000	.....	\$0	\$4,000	March 28, March.
2 Medical department of Arkansas Industrial University.	3	20	.....	.....	.....	5	25	50	15,000	.....	.....	.....	.....
3 Medical College of the Pacific (University College).	3	20	0	0	0	5	40	130	61,500	\$0	0	6,985	November.
4 Medical department, University of California.	3	22	.....	.....	.....	5	40	180	80,000	.....	.....	5,000	November 1.
5 Woman's Medical College of the Pacific Coast. ....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Denver Medical College (University of Denver).	3	26	.....	.....	.....	5	30	75	.....	.....	.....	1,100	April 24.
7 Medical department of Yale College.	3	24	.....	.....	.....	5	30	200	.....	.....	44,251	8,855	June 28.
8 Atlanta Medical College.	3	22	.....	.....	.....	5	30	75	50,000	29,102	.....	.....	February 27.
9 Southern Medical College.	2	20	500	1,000	.....	5	30	75	15,000	.....	.....	5,000	March 1.
10 Medical College of Georgia (University of Georgia).	2	16	5,000	.....	.....	5	30	75	50,000	.....	.....	4,707	March 1.
11 Chicago Medical College (Northwestern University).	3	30	.....	.....	.....	5	30	75	650,000	0	0	9,903	March 28.
12 College of Physicians and Surgeons of Chicago. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Rush Medical College.	3	22	.....	.....	.....	5	30	75	60,000	.....	.....	48,000	March 1.
14 Woman's Medical College of Chicago.	3	23	.....	.....	.....	5	30	50	17,000	.....	.....	2,500	February 27.
15 Medical College of Evansville.	3	20	.....	.....	.....	5	25	50	1,000	.....	.....	1,604	March 1.
16 West Virginia College of Medicine.	3	23	0	0	0	5	25	60	.....	0	0	.....	March 1.

	42	40	35	30	25	20	15	10	5	March 1.
19 Medical College of Indiana (Butler University). ^a	3	20	150	400	5	5	25	40	10,000	50
20 Medical department of the State University of Iowa.	2, 3	20	.....	.....	5	5	35	85	.....	6, 239
21 College of Physicians and Surgeons.....	3	20	.....	.....	5	5	30	420	50,000	710,000
22 Hospital College of Medicine (Central University).	3	20	.....	.....	5	5	30	75	12,000	5,000
23 Kentucky School of Medicine.....	3	20	.....	.....	5	5	30	75	.....	.....
24 Louisville Medical College.....	3	20	.....	.....	5	5	30	75	.....	.....
25 Medical department of the University of Louisville.	3	20	4,500	.....	5	5	30	75	50,000	8,647
26 Medical department of the University of Louisiana.	3	19	2,000	.....	5	5	30	140	100,000	0
27 Medical School of Maine (Bowdoin College).	3	16	4,000	.....	5	5	20	75	725,000	.....
28 Portland School for Medical Instruction. ^k	32	.....	.....	.....	.....	.....	.....	60	.....	.....
29 College of Physicians and Surgeons.....	3	20	.....	.....	5	5	30	120	.....	.....
30 School of Medicine (University of Maryland).	2, 3	22	12,000	.....	5	5	30	130	80,000	.....
31 College of Physicians and Surgeons.....	3	38	100	800	5	5	30	85	.....	0
32 Harvard Medical School (Harvard University).	3, 4	39	2,000	.....	5	5	30	200	280,361	7,141
33 Department of Medicine and Surgery (University of Michigan). ^a	3	40	(m)	.....	(n)	(n)	10	(n)	.....	.....
34 Detroit Medical College.....	3	26	1500	12,000	5	5	25	50	530,000	46,771
35 Michigan College of Medicine.....	3	26	.....	.....	5	5	20	50	80,000	.....
36 Medical department of the Minnesota College Hospital. ^p	.....	20	.....	.....	5	5	5	50	100,000	.....
37 Medical School of the University of the State of Missouri.	2	36	(m)	.....	.....	.....	5	50	.....	2,500
38 Kansas City Medical College.....	2	21	100	200	5	5	20	63	10,000	3,266
39 Medical department of the University of Kansas City.	2, 3	26	.....	.....	5	5	25	53-73	80,000	1,210
40 St. Joseph Hospital Medical College.....	2, 3	20	.....	.....	5	5	25	60	8,000	.....
41 Missouri Medical College.....	3	20	.....	.....	5	5	25	80	445,000	.....
42 St. Louis Medical College.....	3	20	1,200	.....	5	5	25	90	50,000	.....
43 Omaha Medical College.....	3	23	.....	.....	5	5	25	35	.....	419,000

^a From Report of the Commissioner of Education for 1890.

ⁱ In 1879.

^j In 1878.

^k This institution does not confer degrees.

^l Also a spring session of ten weeks.

^m Reported with classical department (Table IX).

ⁿ Matriculation fee \$10 and annual tax \$20 to residents of Michigan; to others, matriculation fee and annual tax each \$25.

^o Obligatory; also 14 optional.

^p This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

^q Examination fee.

^r Value of apparatus, museum and specimens, as reported for 1879.

^s For the entire course of instruction.

^o Obligatory; also 14 optional.

^p This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

TABLE XIII. — Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &c. — Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
44 New Hampshire Medical Institution (Dartmouth College).	3	26	1,800	.....	0	\$5	\$25	\$77,840	\$40,000	\$0	\$0	\$6,645	June 29.
45 Albany Medical College (Union University).	3	20	3,500	.....	.....	5	25	100	40,000	.....	.....	12,000	March 1.
46 Long Island College Hospital.....	3	22	.....	.....	.....	5	25	100	.....	.....	.....	.....	March 7.
47 Medical department, University of Buffalo.	3	20	.....	.....	.....	5	25	100	80,000	0	0	.....	March.
48 Bellevue Hospital Medical College.....	3	24	0	0	0	5	30	140	.....	0	0	\$11,800	May 18.
49 College of Physicians and Surgeons (Columbia College).	3	30	\$1,200	.....	.....	5	30	140	\$155,000	0	0	.....	March.
50 Medical department, University of the City of New York.	3	36	.....	.....	.....	5	30	140	\$141,470	.....	.....	.....	May 31.
51 Woman's Medical College of the New York Infirmary.	3	32	50	75	.....	5	30	115	25,500	.....	.....	8,515	June 8.
52 College of Medicine of Syracuse University.	3	36	.....	.....	.....	.....	5	100	20,000	.....	.....	2,500	June 2.
53 Medical School (University of North Carolina).	2	40	400	100	.....	0	0	80	.....	.....	.....	.....	March 2.
54 Medical department of Shaw University.	.....	22	.....	.....	.....	5	20	60	.....	.....	.....	.....	March.
55 Cincinnati College of Medicine and Surgery.	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	March 9.
56 Medical College of Ohio.....	3	20	.....	.....	.....	5	25	75	.....	.....	.....	9,068	March 15.
57 Miami Medical College.....	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	February 24.
58 Medical department of Western Reserve University.	3	26	.....	.....	.....	5	25	50	.....	.....	.....	.....	February 28.
59 Cincinnati Medical College.....	3	24	0	0	0	5	25	80	\$1,000	0	0	5,000	.....
60 Western Medical College.....	3	24	2,000	1,000	.....	5	25	40	100,000	.....	.....	.....	.....

	3	20	150	25	15	5	30	130	4,000	0	3,800	March 12 March 15 and June 16.
61 Medical department, <i>Williamette Uni- versity</i> .	3	21	.....	.....	.....	5	30	150	.....	.....	3,800	March 12
62 Jefferson Medical College ^a	3	21	.....	.....	.....	5	30	150	.....	.....	50,190	March 15 and June 16.
63 Medical department, University of Penn- sylvania.	3	22	4,730	3,700	200	5	30	9150	300,000	50,000	3,000	March 14.
64 Medico-Chirurgical College of Philadel- phia.	3	42	207	504	207	5	30	140	47,000	0	0	March 17.
65 Woman's Medical College of Pennsylv- ania.*	3	22	500	.....	.....	5	30	105	.....	.....	.....	March 1.
66 Medical College of the State of South Carolina.	A2	20	.....	.....	.....	5	30	75	40,000	0	0	February 24.
67 Medical department of the University of Nashville.*	3	20	.....	.....	.....	5	30	50	440,000	.....	.....	February 24.
68 Medical department of Vanderbilt Uni- versity.	2	20	.....	.....	.....	5	30	50	100,000	.....	.....	March 1.
69 Meharry Medical Department of Cen- tral Tennessee College.	3	20	100	.....	.....	.....	10	80	12,000	2,500	.....	February 23.
70 Nashville Medical College (University of Tennessee).	2,3	24	.....	.....	.....	5	10	75	30,000	.....	12,000	June 28.
71 Medical department, University of Ver- mont.	3	16	(f)	.....	.....	5	25	70	12,000	0	0	June 15.
72 Medical College of Virginia*.....	3	40	2,500	1,000	.....	5	30	120	60,000	.....	6,000	June 29.
73 Medical department, University of Vir- ginia.	.....	36	(f)	.....	.....	60	0	110	.....	.....	.....	May.
74 Medical department, Georgetown Uni- versity.	4	32	20	50	1	5	30	100	1,000	0	.....	March 7.
75 Medical department of Howard Uni- versity.	3	21	.....	.....	.....	10	30	0	(f)	2,200	154	March 16.
76 National Medical College (Columbian University).	3	28	.....	.....	.....	5	30	60,100,45	23,000	0	0	.....
2.—Eclectic.												
77 California Medical College (Eclectic).....	3	26	.....	.....	.....	5	30	120	20,000	.....	.....	May 1.
78 Georgia Eclectic Medical College.....	2-4	22	10	.....	.....	5	25	60	7,500	.....	3,500	March 29.
79 Bennett College of Eclectic Medicine and Surgery.	3	26	200	150	25	5	25	50	65,000	.....	6,300	February 10.
80 Indiana Eclectic Medical College.....	2	20	.....	.....	.....	5	25	40	.....	.....	.....	June 8.
81 American Medical College.....	3	40	.....	.....	.....	50	25	(h)	.....	.....	7,000	March.
82 Eclectic Medical College of the City of New York.*	3	20	2,000	3,000	.....	5	30	50	58,000	0	0	.....
83 United States Medical College.....	3	24	6	.....	.....	5	30	75	.....	0	112,311	March 8.
84 Eclectic Medical Institute.....	3	40	.....	.....	.....	5	25	m150	80,000	0	20,000	June 6.

ⁱ Reported with classical department (Table IX).
^k Included in matriculation.
^l Income other than fees.
^m For full course.

ⁿ Value of apparatus.
^o Compulsory; 14 voluntary.
^p For the first and second years.
^q At college; one year beyond.
^r In 1878.

* From Report of the Commissioner of Education for 1880.
^a Also an optional recitation term of 26 weeks.

^b For recitation term.

^c In 1880.

^d Revenue paid into the college treasury for session ending March, 1880.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
3.—HOMOEOPATHIC.													
85 Chicago Homoeopathic College.....	3	22				\$5	\$25	\$50				\$5,500	March 2.
86 Hahnemann Medical College and Hospital.	2, 3	22				5	25	55	\$65,000	\$0	\$0	12,000	February 22.
87 Homoeopathic medical department, State University of Iowa.	3	22	320	500		5	25	20		(b)	(b)	1,000	March 1.
88 Boston University School of Medicine.	3	22	1,800	500		5	30	125	110,000				June 1.
89 Homoeopathic Medical College (University of Michigan).	3	26				(c)	10	(e)	14,000				June 29.
90 St. Louis College of Homoeopathic Physicians and Surgeons.	3	20				5	25	50				1,000	March 2.
91 College of Physicians and Surgeons.						5	25	50				2,916	March 5.
92 New York Homoeopathic Medical College.	3	21				5	30	125					March 27.
93 New York Medical College and Hospital for Women.	3	20	75	25	5	5	10	60				2,100	March 1.
94 Public Medical College.	3	22				5	30	70	25,000				March 6.
95 Homoeopathic Hospital College.	3	22				5	30	60					March 14.
96 Hahnemann Medical College of Philadelphia.	3	23	2,000	1,000		5	30	100	30,000			13,808	
II.—DENTAL.													
97 Osgood Dental College (University of California).									\$25,000				February 28.
98 Indiana Dental College.	1	20-21				5	25	30	\$1,500			3,000	March 9.
99 Baltimore College of Dental Surgery.	3	22	(1,000)			5	30	100	\$5,000			10,000	

	3	16		5	30	100		6,000	
Boston Dental College	3	16		5	30	100			March.
Dental department of the College of Physicians and Surgeons of Boston.	3					85			June 28.
Dental School of Harvard University ..	3	40		0	0	200, 150, 50	0	0	March.
Dental College of the University of Michigan.*	3	22	125	(c)	10	(c)		\$3,000	March.
Kansas City Dental College.....	3	40		5	20	60		255	March 2.
Missouri Dental College	3	26		5		115		1,369	February 23.
Western College of Dental Surgeons ..	2	20		5	0	50		300	March 8.
New York College of Dentistry	2	20	100	5	30	145		12,720	March.
Ohio College of Dental Surgery.*	2	20		5	20	75		6,500	
Department of dentistry, University of Pennsylvania.	2		\$5,000	5	30	100		\$8,664	
Pennsylvania College of Dental Surgery.*	2	22	150	0	30	100	1,500	15,000	March.
Dental department of the University of Tennessee.	2	21		5	10	50		\$16,000	February 28.
Dental department of Vanderbilt University.	2	20		5	10	60		1,568	February.
III.—PHARMACEUTICAL.									
California College of Pharmacy (University of California).	2	25		2½	10	150		1,480	November.
Chicago College of Pharmacy	2	20	1,000	4	5	36		5,600	March 8.
Louisville College of Pharmacy	2	25	*200	5	10	30			March.
Maryland College of Pharmacy.*	2	17		2	10	51	0	0	April.
Massachusetts College of Pharmacy ..	2	30	2,000	5	10	60	3,000	4,500	June.
School of Pharmacy of the University of Michigan.*	2	34	5,000	(c)	10	(c)			March.
St. Louis College of Pharmacy	2	21		4	5	36		\$3,500	February 28.
Albany College of Pharmacy (Union University).	2	20		8	10	30			March.
College of Pharmacy of the City of New York.	2	35	1,045	0	10	40		12,050	March 8.
Cincinnati College of Pharmacy	2	22	450	5	10	30		0	March.
Philadelphia College of Pharmacy	2	20	8,000	4	10	36		0	February 21.
Pittsburgh College of Pharmacy	2	20		4	10	36	0	1,100	
Department of pharmacy of Vanderbilt University.	2	20		10	5	50			
National College of Pharmacy	2	20		5		35			

* From Report of the Commissioner of Education for 1880.

With a spring term of 8 weeks,

b Reported with classical department (Table IX).

Matriculation fee \$10 and annual tax \$20 to residents

of Michigan; to others, matriculation fee and an-

annual tax each \$25.

d Value of grounds and buildings.

The Value of apparatus.

In 1879.

g Value of buildings and apparatus.

h For full course.

Value of grounds and apparatus.

j Also an optional summer course of 10 weeks.

* These figures are for the year 1880.

TABLE XIII.—*Memoranda.*

Name.	Location.	Remarks.
College of Medicine, Southern University	Greensboro', Ala...	Suspended.
Savannah Medical College	Savannah, Ga.	No information received.
New Orleans Dental College	New Orleans, La...	Closed.
Class in pharmacy of the medical department of the University of Louisiana.	New Orleans, La...	No information received.
Kansas City College of Physicians and Sur- geons.	Kansas City, Mo..	Name changed to Kansas City Medical College.
Cleveland Medical College (Western Reserve College).	Cleveland, Ohio ...	Has united with the medical de- partment of Wooster University under the name of the Medical Department of Western Reserve University.
Philadelphia Dental College	Philadelphia, Pa...	No information received.
Texas Medical College and Hospital.....	Galveston, Tex ...	Lectures discontinued.

TABLE XIV.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1881.

States and Territories.	MILITARY ACADEMY.										NAVAL ACADEMY.									
	Number of candidates.	Number accepted.	Number rejected.								Number of candidates.	Number accepted.	Number rejected.							
			Total.	Physical disability.	On what account.								Total.	Physical disability.	On what account.					
					Reading.	For deficiency in—									Reading.	For deficiency in—				
						Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.						Writing and orthography.	Arithmetic.	Geography.	Grammar.	History ^a.	Withdrawn.
Alabama.....	5	4	1	0	0	0	1	0	0	0	1	1	...	...	...	...	...	...	...	...
Arkansas.....	0	0	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
California.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Colorado.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Connecticut.....	1	1	0	0	0	0	0	0	0	0	1	0	1	...	...	1	1	1	1	...
Delaware.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Florida.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Georgia.....	6	3	3	0	1	1	2	0	0	0	8	3	5	...	...	2	2	2	2	...
Illinois.....	5	3	2	0	0	0	2	0	0	0	5	3	2	...	...	...	...	...	...	...
Indiana.....	10	7	3	0	0	2	2	1	3	0	5	2	3	...	...	1	2	1	1	...
Iowa.....	6	3	3	0	0	0	1	0	3	0	7	2	5	...	...	5	5	5	4	...
Kansas.....	2	2	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
Kentucky.....	4	1	3	0	0	1	3	1	2	2	2	0	2	...	...	1	1	1	1	...
Louisiana.....	2	1	1	0	0	0	1	0	1	0	1	0	1	...	...	1	1	1	1	...
Maine.....	1	1	0	0	0	0	0	0	0	0	1	0	1	...	...	1	1	1	1	...
Maryland.....	4	2	2	0	0	0	1	1	2	1	1	1	...	...	...	...	...	...	...	...
Massachusetts.....	3	2	1	0	0	0	0	0	1	0	1	0	1	...	...	1	1	1	1	...
Michigan.....	5	4	1	0	0	1	0	0	0	0	4	3	1	...	...	1	1	1	1	...
Minnesota.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Mississippi.....	2	1	1	1	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
Missouri.....	6	1	5	0	0	2	3	1	1	1	4	3	1	...	...	...	...	...	...	...
Nebraska.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Nevada.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
New Hampshire.....	1	1	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
New Jersey.....	4	4	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
New York.....	18	10	8	2	0	1	6	2	1	0	13	5	8	...	...	5	5	5	3	...
North Carolina.....	2	1	1	0	0	0	1	0	1	1	1	1	...	...	...	...	...	...	...	...
Ohio.....	9	6	3	0	0	2	3	1	2	1	2	2	...	...	...	...	...	...	...	...
Oregon.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Pennsylvania.....	12	5	7	0	0	4	4	0	4	1	13	5	7	...	...	2	2	2	1	...
Rhode Island.....	3	1	2	0	0	2	2	0	1	0	...	...	...	...	...	...	...	...	...	...
South Carolina.....	0	0	0	0	0	0	0	0	0	0	2	1	1	...	...	1	1	...	1	...
Tennessee.....	6	4	2	0	0	1	2	1	1	1	3	2	1	...	...	...	...	...	...	...
Texas.....	5	0	5	0	0	1	4	0	2	1	...	...	...	...	...	...	...	...	...	...
Vermont.....	0	0	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
Virginia.....	6	1	5	0	0	3	3	1	4	1	1	1	...	...	...	1	1	1	1	...
West Virginia.....	1	0	1	0	0	1	1	0	1	1	1	1	...	...	...	...	...	...	...	...
Wisconsin.....	5	5	0	0	0	0	0	0	0	0	2	2	...	...	...	1	1	...	...	...
Arizona.....	0	0	0	0	0	0	0	0	0	0	1	1	...	...	...	1	1	1	1	...
Dakota.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	1	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...
Montana.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
New Mexico.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Utah.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Washington.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Wyoming.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
Foreign.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
At large.....	9	6	3	1	0	1	1	0	1	0	...	...	...	...	...	...	...	...	...	...
Total.....	148	85	63	4	1	23	43	9	31	11	86	39	46	22	...	22	24	22	19	1

^a Not examined in this branch.

TABLE XV.—PART 1.—Degrees conferred in 1881 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

Institutions and locations.	All classes.		Letters.					
	All degrees.							
	In course.	Honorary.	L. B.		A. B.		A. M.	
			In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	
1 Agricultural and Mechanical College, Auburn, Ala.	15			5				
2 Southern University, Greensboro', Ala.	4			1		2		
3 Howard College, Marion, Ala.	8	1		5				
4 University of Alabama, Tuscaloosa, Ala.	89	8		10		16	5	
5 Cane Hill College, Boonsboro', Ark.	5			5				
6 Arkansas Industrial University, Fayetteville, Ark.	610	61						
7 College of St. Augustine, Benicia, Cal.	23							
8 University of California, Berkeley, Cal.	53			4				
9 Pierce Christian College, College City, Cal.	2							
10 St. Ignatius College, San Francisco, Cal.	14			6		1		
11 St. Mary's College, San Francisco, Cal.	14			6		3		
12 Santa Clara College, Santa Clara, Cal.	5							
13 University of the Pacific, Santa Clara, Cal.	17			7				
14 Pacific Methodist College, Santa Rosa, Cal.	6			3				
15 Hesperian College, Woodland, Cal.	6			2		1		
16 University of Colorado, Boulder, Colo.	26	1						
17 Trinity College, Hartford, Conn.	27	2		17		10	2	
18 Wesleyan University, Middletown, Conn.	48	6		27		17	2	
19 Yale College, New Haven, Conn.	240	13		129		4	8	
20 Delaware College, Newark, Del.	8			4				
21 University of Georgia, Athens, Ga.	50	2		17		1	1	
22 Atlanta University, Atlanta, Ga.	4			3		1		
23 Mercer University, Macon, Ga.	25	8		25			7	
24 Pio Nono College, Macon, Ga.	3			1		2		
25 Emory College, Oxford, Ga.	12			12				
26 Abingdon College, Abingdon, Ill.	1	2	ji				2	
27 Hedding College, Abingdon, Ill.	18			3				
28 Illinois Wesleyan University, Bloomington, Ill.	40	3		6		4	mi	
29 St. Viateur's College, Bourbonnais Grove, Ill.	5			2		2		
30 St. Ignatius College, Chicago, Ill.	2			2				
31 University of Chicago, Chicago, Ill.	52	4		12		7	1	
32 Eureka College, Eureka, Ill.	28							
33 Northwestern University, Evanston, Ill.	112	2	1	21		9		
34 Ewing College, Ewing, Ill.	2			1				
35 Knox College, Galesburg, Ill.	23	0		8		2		
36 Lombard University, Galesburg, Ill.	5			2		1		
37 Illinois College, Jacksonville, Ill.	16	3		7	1	1		
38 Lake Forest University, Lake Forest, Ill.	8	3	4					
39 McKendree College, Lebanon, Ill.	39	4	ji2	6		5	2	
40 Lincoln University, Lincoln, Ill.	12					5		
41 Monmouth College, Monmouth, Ill.	48	3		15		30	1	
42 Northwestern College, Naperville, Ill.	8		p2	1				
43 Chaddock College, Quincy, Ill.	4	1				2		
44 Augustana College, Rock Island, Ill.	6			6				
45 Shurtleff College, Upper Alton, Ill.	12	1		9				
46 Illinois Industrial University, Urbana, Ill.	946		r17	2				
47 Westfield College, Westfield, Ill.	6			2				
48 Wheaton College, Wheaton, Ill.	7		s2	4				
49 Indiana University, Bloomington, Ind.	27	1	8	15				
50 Wabash College, Crawfordsville, Ind.	17	7		13			4	

a With the degree of B. E. (bachelor of engineering).

b "Bachelor of scientific agriculture."

c These are degrees in medical department only; no report of those conferred in collegiate department.

d Includes 1 honorary degree of M. D.

e Degrees not specified.

f 15 of these are in science and 3 in letters.

g Includes 6 "master of law."

h 1 "bachelor of chemical science."

i Honorary degree of "master of agriculture."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.					
		All degrees.		L. B.					
		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		
1		2	3	4	5	6	7	8	
51	Franklin College, Franklin, Ind.	6	0		3		3		
52	Indiana Asbury University, Greencastle, Ind.	63	6		33			1	
53	Hanover College, Hanover, Ind.	15	9		11			6	
54	Hartsville University, Hartsville, Ind.	3					1		
55	Butler University, Irvington, Ind.	87			1		2		
56	Purdue University, La Fayette, Ind.	8	0						
57	Union Christian College, Merom, Ind.	8	1		3		2		
58	Moore's Hill College, Moore's Hill, Ind.	4	2		1			2	
59	University of Notre Dame, Notre Dame, Ind.	46	2		1		3		
60	Earlham College, Richmond, Ind.	4	1		3			1	
61	Iowa State Agricultural College, Ames, Iowa	22							
62	Amity College, College Springs, Iowa.	4			1			1	
63	Griswold College, Davenport, Iowa.	2	4						
64	Norwegian Luther College, Decorah, Iowa.	18	0		18				
65	Parsons College, Fairfield, Iowa.	6	1		5				
66	Upper Iowa University, Fayette, Iowa.	9	2		4			1	
67	Iowa College, Grinnell, Iowa.	36	2	all	16		6		
68	Simpson Centenary College, Indianola, Iowa.	12	0		2		4		
69	State University of Iowa, Iowa City, Iowa.	172			18				
70	Iowa Wesleyan University, Mt. Pleasant, Iowa	19	4		6		3	2	
71	Cornell College, Mt. Vernon, Iowa	18	3		4		3	1	
72	Oskaloosa College, Oskaloosa, Iowa.	10			4				
73	Penn College, Oskaloosa, Iowa.	4			4				
74	Central University of Iowa, Pella, Iowa	14	5		2		10	1	
75	St. Benedict's College, Atchison, Kans.	3							
76	Baker University, Baldwin City, Kans.	6	1		1		2		
77	Highland University, Highland, Kans.	4	0		4				
78	University of Kansas, Lawrence, Kans.	19	0		13				
79	Lane University, Leocompton, Kans.	4							
80	Kansas State Agricultural College, Manhattan, Kans.	12	0						
81	St. Joseph's College, Bardstown, Ky.	3			3				
82	Berea College, Berea, Ky.	3	0		3				
83	Centre College, Danville, Ky.	24	2		17		7	1	
84	Eminence College, Eminence, Ky.	7					2		
85	Kentucky Military Institute, Farmdale, Ky.	115	2	44	6	1			
86	Georgetown College, Georgetown, Ky.	2					2		
87	Kentucky Wesleyan College, Millersburg, Ky.	9	0		2		5		
88	Central University, Richmond, Ky.	39	7		4			3	
89	St. Mary's College, St. Mary's, Ky.	8	0						
90	Jefferson College (St. Mary's), Convent, St. James Parish, La.	3	0				3		
91	Centenary College of Louisiana, Jackson, La.	3	0		3				
92	College of the Immaculate Conception, New Orleans, La.	4			4				
93	Straight University, New Orleans, La.	10							
94	University of Louisiana, New Orleans, La.	369							
95	Bowdoin College, Brunswick, Me.	84	4		41		7	2	
96	Bates College, Lewiston, Me.	48	3		37		6		
97	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	25							
98	Colby University, Waterville, Me.	39	4		34		5		
99	United States Naval Academy, Annapolis, Md.	6	0						
100	Johns Hopkins University, Baltimore, Md.	21	0		12				
101	Washington College, Chestertown, Md.	6			6				
102	Maryland Agricultural College, College Station, Md.	4			4				
103	Rock Hill College, Elliott City, Md.	4	1		3		1		
104	Mount St. Mary's College, Emmittsburg, Md.	27	2		12		11	1	
105	Frederick College, Frederick, Md.	0	0						
106	Western Maryland College, Westminster, Md.	16	1		13		3		
107	Amherst College, Amherst, Mass.	190	11						

a Graduates in theology.

b This includes 31 commercial graduates and 1 certificate for telegraphy.

c These are medical certificates.

d "Doctor of veterinary medicine."

e These were degrees conferred on completion of "ladies' course."

inferred; indicates none returned.

Science.									Philosophy.				Art.		Theol- ogy.	Medicine.		Law.																																																																																																																																																																																																																																																																																																																																																																																																																																					
B.			Sc. M.			B. C. E. & C. E.			B. Agr.			B. M. E. & M. E.			B. Arch.			C. & M. E.			D. E.			Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.																																																																																																																																																																																																																																																																																																																																																																																																											
Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.																																																																																																																																																																																																																																																																																																																																																																																																														
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"Bachelor of English."

* Degrees not specified.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.				A. B.	
		In course.	Honorary.	In course, L. B.		In course.	Honorary.
1		2	3	4	5	6	7
108 Massachusetts Agricultural College, Amherst, Mass.	19						
109 Boston College, Boston, Mass.	21	0			15		6
110 Boston University, Boston, Mass.	116	0			23		1
111 Massachusetts Institute of Technology, Boston, Mass.	28	0					
112 Harvard University, Cambridge, Mass.	286	3			182		7
113 Tufts College, College Hill, Mass.	24	3			12		1
114 Williams College, Williamstown, Mass.	54	10			43		11
115 College of the Holy Cross, Worcester, Mass.	21	1			20		1
116 Worcester County Free Institute of Industrial Science, Worcester, Mass.	22						
117 Adrian College, Adrian, Mich.	3				2		
118 Albion College, Albion, Mich.	20				7		
119 University of Michigan, Ann Arbor, Mich.	431	8	2	54	1	9	2
120 Battle Creek College, Battle Creek, Mich.	7				1		
121 Hillsdale College, Hillsdale, Mich.	42	6			5		7
122 Hope College, Holland, Mich.	12	2			8		4
123 Kalamazoo College, Kalamazoo, Mich.	7	0			3		1
124 Michigan State Agricultural College, Lansing, Mich.	84						
125 Olivet College, Olivet, Mich.	8	1	55	3			
126 Hamline University, Hamline, Minn.	1						1
127 Augsburg Seminary, Minneapolis, Minn.	6				6		
128 University of Minnesota, Minneapolis, Minn.	28	0	47	10			1
129 Carleton College, Northfield, Minn.	20	0	1	11			3
130 Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.	0						
131 Mississippi College, Clinton, Miss.	7	1			1		2
132 Shaw University, Holly Springs, Miss.	0	0					
133 University of Mississippi, Oxford, Miss.	43	0			13		2
134 Christian University, Canton, Mo.	113		2		2		
135 St. Vincent's College, Cape Girardeau, Mo.	117	1			2		2
136 University of the State of Missouri, Columbia, Mo.	81	3	113	6			3
137 Grand River College, Edinburg, Mo.	6				4		
138 Central College, Fayette, Mo.	5	1			2		2
139 Lewis College, Glasgow, Mo.	1						
140 Pritchett School Institute, Glasgow, Mo.	18						
141 Lincoln College, Greenwood, Mo.	0	0					
142 La Grange College, La Grange, Mo.	5				4		1
143 William Jewell College, Liberty, Mo.	5	1			3		2
144 St. Louis University, St. Louis, Mo.	21				7		5
145 Washington University, St. Louis, Mo.	39				2		
146 Drury College, Springfield, Mo.	7		11	5			
147 Stewartville College, Stewartville, Mo.	5	0					
148 Central Wesleyan College, Warrenton, Mo.	29				2		3
149 Doane College, Crete, Nebr.	3				1		
150 Dartmouth College, Hanover, N. H.	127	21			49		19
151 Stevens Institute of Technology, Hoboken, N. J.	15	1					
152 Rutgers College, New Brunswick, N. J.	34	32			25		25
153 College of New Jersey, Princeton, N. J.	142	10			91		42
154 Soton Hall College, South Orange, N. J.	22	1			13		9
155 St. Bonaventure's College, Allegany, N. Y.	4				4		
156 St. Stephen's College, Annandale, N. Y.	10	0			7		3

a Graduates in music.

b 14 "bachelor of sacred theology" and 5 graduates in theology.

c Includes 2 "bachelor of medicine."

d "Doctor of science."

e "Doctor of dental medicine."

f 1 is "master of philosophy."

g 1 of these is an honorary degree.

h "Pharmaceutical chemist."

i "Master of philosophy."

j These were degrees conferred on completion of "ladies' course."

k "Bachelor in literature."

l Includes 4 commercial graduates.

m Biblical graduates.

n Includes 11 commercial diplomas.

1881 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.	Medicine.			Law.																	
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.		In course, Mus. B.		Honorary, Mus. Doo.		In course, D. B.		Honorary, D. D.		In course, M. D.		In course, D. D. S.		In course, Ph. G.		In course, LL. B.		Honorary, LL. D.	
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doo.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.															
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
19																																					
7										1		2		23		119		23																			
28																																					
1	d1			1	3					1		2				8	1	60	5		18	2															
				8									3				5																				
22																																					
7				9						1																											
5										6		f2	1					g121	87	A33	145	3															
8										15		41	1			8	2																				
3	10									13		41																									
1										1		41																									
83		1															1																				
10																																					
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4																					1	131															
1										11												132															
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1				3		o6	41			2										25		145															
24														w1								146															
2																						147															
26	1	3		1		y15						5					2	29			8	148															
												1										149															
9		7		3								3					2					150															
		d1																				151															
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																						155															
																						156															

o Number made priests during the year.
p 3 are "bachelor in pedagogics" and 10 "principal of pedagogics."
q 5 are "topographical engineer" and 1 "surveyor."
r Degrees not specified.
s 4 are "engineer of mines" and 2 "mechanical engineer."

t Degree of "architect."
u Graduate from the literary course.
v "Master of accounts."
w "Mistress of music."
x Includes 3 normal certificates.
y "Mechanical engineer."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.		In course, L. B.	A. B.		A. M.	
					In course.	Honorary.	In course.	Honorary.
1		2	3	4	5	6	7	8
157	Wells College, Aurora, N. Y.	7	0		6			
158	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	223	0					
159	St. John's College, Brooklyn, N. Y.	3			3			
160	Canisius College, Buffalo, N. Y.	516						
161	St. Lawrence University, Canton, N. Y.	9	3		3		1	2
162	Hamilton College, Clinton, N. Y.	43	11		30	22	7	2
163	Elmira Female College, Elmira, N. Y.	510						
164	St. John's College, Fordham, N. Y.	8	1		6		2	
165	Madison University, Hamilton, N. Y.	35	4		13		9	1
166	Cornell University, Ithaca, N. Y.	95	0	28	23			
167	College of St. Francis Xavier, New York, N. Y.	27	6		20		7	6
168	College of the City of New York, N. Y.	47	4		27			4
169	Columbia College, New York, N. Y.	348	0		48		2	
170	Cooper Union Free Night Schools of Science and Art, New York, N. Y.	98						
171	Manhattan College, New York, N. Y.	86	4		14		22	
172	Rutgers Female College, New York, N. Y.	6	3		5			1
173	University of the City of New York, N. Y.	276	10		14		9	1
174	Vassar College, Poughkeepsie, N. Y.	42			35		7	
175	University of Rochester, N. Y.	24	3				22	
176	Union University, Schenectady, N. Y.	99	7		38			3
177	College and Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	3	0		3			
178	Syracuse University, Syracuse, N. Y.	86	4		31		8	
179	Rensselaer Polytechnic Institute, Troy, N. Y.	20						
180	United States Military Academy, West Point, N. Y.	0	0					
181	University of North Carolina, Chapel Hill, N. C.	31	10		18			3
182	Davidson College, Davidson College, N. C.	12	4		11			
183	North Carolina College, Mount Pleasant, N. C.	0	0					
184	Shaw University, Raleigh, N. C.	4			1		3	
185	Rutherford College, Rutherford College, N. C.	4	3		4			1
186	Wake Forest College, Wake Forest College, N. C.	10	0		7		2	
187	Weaverville College, Weaverville, N. C.		2					2
188	Buchtel College, Akron, Ohio	3	1		3			1
189	Ashland College, Ashland, Ohio	4			2			
190	Ohio University, Athens, Ohio	11			2		2	
191	Baldwin University, Berea, Ohio	16			5			
192	German Wallace College, Berea, Ohio	8	0		7			
193	St. Xavier College, Cincinnati, Ohio	8			5		3	
194	University of Cincinnati, Cincinnati, Ohio	9		3	1			
195	Farmers' College, College Hill, Ohio	7			1		1	
196	Capital University, Columbus, Ohio	6			6			
197	Ohio State University, Columbus, Ohio	11			2			
198	Ohio Wesleyan University, Delaware, Ohio	37	3	10	22			1
199	Kenyon College, Gambier, Ohio	6	6		5			3
200	Denison University, Granville, Ohio	7	1		4			
201	Hiram College, Hiram, Ohio	9			3			
202	Western Reserve College, Hudson, Ohio	3			3			
203	Ohio Central College, Iberia, Ohio	0	1					
204	Marietta College, Marietta, Ohio	27	4		18		8	
205	Mt. Union College, Mt. Union, Ohio	76	4		14		18	
206	Franklin College, New Athens, Ohio	22	3		2		17	
207	Muskingum College, New Concord, Ohio	19	1		4		4	1
208	Oberlin College, Oberlin, Ohio	47			30			
209	Rio Grande College, Rio Grande, Ohio	0	0					
210	Scio College, Scio, Ohio	14	0		1			
211	Miami Valley College, Springboro, Ohio	0	0					
212	Wittenberg College, Springfield, Ohio	17	2		6			

a 11 are graduates from classical course, 8 from scientific, and 3 from liberal course.

b Degrees not specified.

c Graduates in theology.

d 1 of these is "A. B. nunc pro tunc."

e "Bachelor of literature."

f "Engineer of mines."

g Received the Cooper medal and diploma.

h Honorary degree of M. E.

i 1 received also the degree of C. E.

31 by universities, colleges, &c.—Continued.

ferred; indicates none returned.

Science.								Philosophy.		Art.	Theology.	Medicine.	Law.								
B.	So. M.	E.		A. G.		M. E. & M. E.		Ph. B.	Ph. D.												
Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. A. G.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course.	Honorary.	In course, M. A. B.	Honorary, M. A. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, L. L. B.	Honorary, L. L. D.			
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Includes 1 "master of philosophy;" the degree of Ph. D. is conferred only on examination upon two years of post-graduate work. Includes 4 "bachelor of painting."

Received "certificates of proficiency" in civil engineering. Includes 8 are "master of philosophy."

TABLE XV.—PART 1.—Degrees conferred is

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course, A.	Honorary.	In course.
1		2	3	4	5	6	7
218	Heidelberg College, Tiffin, Ohio.....	17	0		5		2
214	Urbana University, Urbana, Ohio.....	2			1		
215	Otterbein University, Westerville, Ohio.....	11	4		4		3
216	Wilberforce University, Wilberforce, Ohio.....	5			3		
217	Willoughby College, Willoughby, Ohio.....	0	0				
218	Wilmington College, Wilmington, Ohio.....	5			5		
219	University of Wooster, Wooster, Ohio.....	62	6		25		23
220	Corvallis College, Corvallis, Oreg.....	4			1		
221	University of Oregon, Eugene City, Oreg.....	7			4		
222	Pacific University and Tualatin Academy, Forest Grove, Oreg.....	3			2		
223	McMinnville College, McMinnville, Oreg.....		0				
224	Christian College, Monmouth, Oreg.....	2					
225	Willamette University, Salem, Oreg.....	113					
226	Muhlenberg College, Allentown, Pa.....	25	3		14		11
227	Lebanon Valley College, Annville, Pa.....	16	3		5		3
228	St. Vincent's College, Beatty, Pa.....	17			1		
229	Dickinson College, Carlisle, Pa.....	17	7		10		7
230	Pennsylvania Military Academy, Chester, Pa.....	21			1		
231	Lafayette College, Easton, Pa.....	90	15		45		25
232	Ursinus College, Freeland, Pa.....	2			1		
233	Pennsylvania College, Gettysburg, Pa.....	28	5		16		12
234	Thiel College, Greenville, Pa.....	9			6		3
235	Haverford College, Haverford College, Pa.....	17	0		11		1
236	Monongahela College, Jefferson, Pa.....	1	1		1		1
237	Franklin and Marshall College, Lancaster, Pa.....	26	2		19		7
238	University at Lewisburg, Lewisburg, Pa.....	14	3		5		9
239	St. Francis College, Loretto, Pa.....	3					3
240	Allegheny College, Meadville, Pa.....	26	5		26		1
241	Westminster College, New Wilmington, Pa.....	21	8		17		2
242	La Salle College, Philadelphia, Pa.....	9			6		
243	University of Pennsylvania, Philadelphia, Pa.....	295	2		29		15
244	Pittsburgh Catholic College, Pittsburgh, Pa.....	0	0				
245	Western University of Pennsylvania, Pittsburgh, Pa.....	8	2		4		1
246	Lehigh University, South Bethlehem, Pa.....	6	0		2		
247	Pennsylvania State College, State College, Pa.....	23	0				
248	Swarthmore College, Swarthmore, Pa.....	20	0	27	4		4
249	Augustinian College of Villanova, Villanova, Pa.....	16			4		3
250	Washington and Jefferson College, Washington, Pa.....	25	5		25		
251	Brown University, Providence, R. I.....	69	3		37		26
252	College of Charleston, Charleston, S. C.....	10	0		6		4
253	Erskine College, Due West, S. C.....	13	1		13		
254	Newberry College, Newberry, S. C.....	7	0		2		4
255	Claflin University and South Carolina Agricultural College, Orangeburg, S. C.....		1				
256	Wofford College, Spartanburg, S. C.....	3			2		1
257	Adger College, Walhalla, S. C.....	2			2		
258	East Tennessee Wesleyan University, Athens, Tenn.....	16	9		8		2
259	King College, Bristol, Tenn.....	3	2		3		
260	Hiwassee College, Hiwassee College, Tenn.....	13	3		9		2
261	Southwestern Baptist University, Jackson, Tenn.....	6	2		4		2
262	University of Tennessee, Knoxville, Tenn.....	93	1		9		
263	Cumberland University, Lebanon, Tenn.....	49			8		1
264	Bethel College, McKenzie, Tenn.....	7	1		4		1
265	Maryville College, Maryville, Tenn.....	6	2		6		
266	Moshelm Institute, Moshelm, Tenn.....	2			1		
267	Carson College, Mossy Creek, Tenn.....	14	2		12		2
268	Central Tennessee College, Nashville, Tenn.....	8	0		3		
269	Fisk University, Nashville, Tenn.....	6	0		6		

duates in theology.
 aster of philosophy."
 "maid of science."
 rees conferred in medical department only.
 aster of accounts."

/ Number ordained priests during the year.

g "Analytical chemist."

A Degrees not specified, though it is stated they were conferred on graduates of commercial department.

81 by universities, colleges, &c.—Continued.

ferred; indicates none returned.

Science.																		Philosophy.				Art.	Theology.	Medicine.		Law.	
B.		Sc. M.																Ph. B.		Ph. D.							
Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. Doc.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, L.L. B.	Honorary, L.L. D.						
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
															25												
																1											
																	</										

includes 8 receiving certificates of proficiency on completion of special scientific courses.
is "mechanical engineer."
degrees not specified.

26 are "bachelor of literature" and 1 "master of literature."
m Includes 2 commercial diplomas.
n Includes 1 honorary M. D.

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TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
270	University of Nashville, Nashville, Tenn.	106	0	652	6		
271	Vanderbilt University, Nashville, Tenn.	167	0		1		4
272	University of the South, Sewanee, Tenn.	14	1	1	2		2
273	Burritt College, Spencer, Tenn.	2			2		
274	Agricultural and Mechanical College of Texas, College Station, Tex.	41	0				
275	Southwestern University, Georgetown, Tex.	7			7		
276	Henderson Male and Female College, Henderson, Tex.	7		67			
277	Baylor University, Independence, Tex.	1	2		1		
278	Mansfield Male and Female College, Mansfield, Tex.	10	0		8		2
279	Trinity University, Tehuacana, Tex.	6	1		1		1
280	Marvin College, Waxahachie, Tex.	0	0				
281	University of Vermont and State Agricultural College, Burlington, Vt.	66	3		11		3
282	Middlebury College, Middlebury, Vt.	12	4		8		4
283	Lewis College, Northfield, Vt.	4	4				1
284	Randolph Macon College, Ashland, Va.	11	1		5		6
285	Virginia Agricultural and Mechanical College, Blacksburg, Va.	7					
286	Emory and Henry College, Emory, Va.	13	0		8		5
287	Hampden Sidney College, Hampden Sidney College, Va.	7	3		5		2
288	Virginia Military Institute, Lexington, Va.	22					
289	Washington and Lee University, Lexington, Va.	15	6		3		2
290	Richmond College, Richmond, Va.	14	2		3		3
291	Roanoke College, Salem, Va.	19	3		10		7
292	University of Virginia, University of Virginia, Va.	53	0	3	2		5
293	Bethany College, Bethany, W. Va.	5		1	2		
294	West Virginia University, Morgantown, W. Va.	5	0				4
295	Shepherd College, Shepherdstown, W. Va.	45		45			
296	Lawrence University, Appleton, Wis.	24	4		5		4
297	Beloit College, Beloit, Wis.	16	2		8		6
298	University of Wisconsin, Madison, Wis.	81	1	14	16		51
299	Milton College, Milton, Wis.	5					
300	Racine College, Racine, Wis.	6	3		3		3
301	Ripon College, Ripon, Wis.	3			1		
302	Georgetown University, Georgetown, D. C.	33	5		8		1
303	Columbian University, Washington, D. C.	24	1				
304	Howard University, Washington, D. C.	31	1		6		
305	National Deaf-Mute College, Washington, D. C.	7	1		4		1
306	University of Washington Territory, Seattle, Wash. Ter.	5		2			

a These are "licentiate of instruction."

b Graduates in theology.

c This is honorary degree of B. D.

d Graduate of A. and M. C. of Tex."

e M. E. L. (mistress of English literature).

f "Master of accounts."

g These are "graduate Virginia Military Institute."

h 2 are "D. L."

conferred; indicates none returned.

[illegible]

o Includes 1 graduate in commercial course.

TABLE XV.—PART 2.—Degrees conferred in 1881 by professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.								
1 Theological department of Talladega College, Talladega, Ala.	0	0	0					
2 Institute for Training Colored Ministers, Tuscaloosa, Ala.	a3							
3 Pacific Theological Seminary, Oakland, Cal.	2	2						
4 San Francisco Theological Seminary, San Francisco, Cal.	a5							
5 Theological Institute of Connecticut, Hartford, Conn.	a3							
6 Chicago Theological Seminary, Chicago, Ill.	9	9						
7 Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a6							
8 Garrett Biblical Institute, Evanston, Ill.	b16	7						
9 Wartburg Seminary, Mendota, Ill.	a11							
10 Baptist Union Theological Seminary, Morgan Park, Ill.	9	9	2					
11 Augustana Theological Seminary, Rock Island, Ill.	a6							
12 St. Meinrad's Theological Seminary, St. Meinrad, Ind.	a12							
13 College of the Bible, Lexington, Ky.	a27							
14 Southern Baptist Theological Seminary, Louisville, Ky.	a11							
15 Bangor Theological Seminary, Bangor, Me.	a10							
16 Episcopal Theological School, Cambridge, Mass.	10	10						
17 Newton Theological Institution, Newton Centre, Mass.	23	23						
18 German Theological School of Newark, Bloomfield, N. J.	3	3						
19 Drew Theological Seminary, Madison, N. J.	a33							
20 Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a7							
21 Theological Seminary of the Presbyterian Church, Princeton, N. J.	a36							
22 Diocesan Seminary of the Immaculate Conception, South Orange, N. J.	a5							
23 Auburn Theological Seminary, Auburn, N. Y.	a17							
24 General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	a21							
25 Union Theological Seminary, New York, N. Y.	a35							
26 Rochester Theological Seminary, Rochester, N. Y.	a19							
27 St. Joseph's Provincial Seminary, Troy, N. Y.	a22							
28 Lane Theological Seminary, Cincinnati, Ohio	a13							
29 Union Biblical Seminary, Dayton, Ohio.	a5							
30 Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio, Gambier, Ohio.		4						
31 United Presbyterian Theological Seminary of Xenia, Xenia, Ohio.	15	15						
32 Western Theological Seminary of the Presbyterian Church, Allegheny, Pa.	a21							
33 Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	f10							
34 Meadville Theological School, Meadville, Pa.	a4							
35 Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	a6							
36 Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a15							
37 Richmond Institute, Richmond, Va.	a6							
38 Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	a3							
39 Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a11							
40 Mission House School, Franklin, Wis.	a11							
41 Luther Seminary, Madison, Wis.	a10							
42 Nashotah House, Nashotah, Wis.	3	3						
43 Seminary of St. Francis de Sales, St. Francis, Wis.	a34							

a Number of graduates reported.

b 9 received diplomas only.

c Number of priests ordained during the year.

d 1 received classical and 6 English diplomas.

e 5 full graduates and 6 English graduates.

f Number of diplomas conferred.

TABLE XV.—PART 2.—Degrees conferred in 1881 by professional schools, &c.—Continued.

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF LAW.								
Law department, University of Louisville, Ky	24						24	
School of Law, University of Maryland, Baltimore, Md.	28						28	
Law School of the Cincinnati College, Cincinnati, Ohio	64						64	
National University, law department, Washington, D. C.	29						29	
SCHOOLS OF MEDICINE.								
Medical College of Alabama, Mobile, Ala	24			24				
Medical College of the Pacific, San Francisco, Cal	9			9				
Atlanta Medical College, Atlanta, Ga	31			31				
Southern Medical College, Atlanta, Ga	38			38				
Rush Medical College, Chicago, Ill	6174			6174				
Woman's Medical College of Chicago, Chicago, Ill	17			17				
Medical College of Evansville, Evansville, Ind	6			6				
Fort Wayne College of Medicine, Fort Wayne, Ind	221			219				
Medical College of Fort Wayne, Fort Wayne, Ind	22			222				
Central College of Physicians and Surgeons, Indianapolis, Ind ..	718			17				
College of Physicians and Surgeons, Keokuk, Iowa	2121			2119				
Kentucky School of Medicine, Louisville, Ky	87			87				
Louisville Medical College, Louisville, Ky	54			54				
Medical department, University of Louisville, Louisville, Ky ..	100			100				
College of Physicians and Surgeons, Baltimore, Md	153			153				
Medical department, University of Maryland, Baltimore, Md ..	73			73				
Detroit Medical College, Detroit Mich	27			27				
Michigan College of Medicine, Detroit, Mich	28			28				
Kansas City Medical College, Kansas City, Mo	12			12				
Medical department of University of Kansas City, Kansas City, Mo ..	711			10				
St. Joseph Hospital Medical College, St. Joseph, Mo	7			7				
Missouri Medical College, St. Louis, Mo	119			119				
St. Louis Medical College, St. Louis, Mo	43			43				
Long Island College Hospital, Brooklyn, N. Y	51			51				
Medical department, University of Buffalo, Buffalo, N. Y ..	48			48				
Bellevue Hospital Medical College, New York, N. Y	118			118				
Woman's Medical College of New York Infirmary, New York, N. Y ..	8			8				
Cincinnati College of Medicine and Surgery, Cincinnati, Ohio ..	30			30				
Medical College of Ohio, Cincinnati, Ohio	103			103				
Miami Medical College, Cincinnati, Ohio	34			34				
Medical department of Western Reserve University, Cleveland, Ohio ..	91			91				
Columbus Medical College, Columbus, Ohio	61			61				
Starling Medical College, Columbus, Ohio	36			36				
Jefferson Medical College, Philadelphia, Pa	205			205				
Woman's Medical College of Pennsylvania, Philadelphia, Pa ..	19			19				
Medical College of the State of South Carolina, Charleston, S. C ..	30			30				
California Medical College, Oakland, Cal	11			11				
Georgia Eclectic Medical College, Atlanta, Ga	220			15				
Bennett College of Eclectic Medicine and Surgery, Chicago, Ill	52			52				
Indiana Eclectic Medical College, Indianapolis, Ind	214			12				
American Medical College, St. Louis, Mo	22			22				
Eclectic Medical College of New York, New York, N. Y	64			64				
United States Medical College, New York, N. Y	443			135				

a Includes 5 "M. L."

b Regular and honorary; number of each not specified.

c Includes 2 honorary M. D.

d 8 are ad eundem degrees.

e 1 is ad eundem degree.

f 1 is an honorary degree.

g Includes 5 honorary degrees.

h Includes 4 honorary M. D. and 1 honorary degree of "M. D. and doctor of anthropology."

i 3 are ad eundem degrees and 1 "master of surgery."

j "Doctor of pharmacy."

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TABLE XV.—PART 2.—Degrees conferred in 1881 by professional schools, &c.—Continued

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.		Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.
	1	2	3	4	5	6	7	8
91	Eclectic Medical Institute, Cincinnati, Ohio	113			113			
92	Chicago Homœopathic College, Chicago, Ill.	27			a27			
93	Hahnemann Medical College of Chicago, Chicago, Ill.	101			a101			
94	St. Louis College of Homœopathic Physicians and Surgeons, St. Louis, Mo.	16			b16			
95	College of Physicians and Surgeons, Buffalo, N. Y.	6			6			
96	New York Homœopathic Medical College, New York, N. Y.	54			54			
97	New York Medical College and Hospital for Women, New York, N. Y.	5			5			
98	Pulte Medical College, Cincinnati, Ohio	41			41			
99	Homœopathic Hospital College, Cleveland, Ohio	47			47			
100	Hahnemann Medical College, Philadelphia, Pa.	83			83			
SCHOOLS OF DENTISTRY.								
101	Indiana Dental College, Indianapolis, Ind.	10				10		
102	Baltimore College of Dental Surgery, Baltimore, Md.	53				53		
103	Boston Dental College, Boston, Mass.	18				18		
104	Missouri Dental College, St. Louis, Mo.	1				1		
105	New York College of Dentistry, New York, N. Y.	29				29		
106	Ohio College of Dental Surgery, Cincinnati, Ohio	39				39		
107	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	64				64		
SCHOOLS OF PHARMACY.								
108	Chicago College of Pharmacy, Chicago, Ill.	21					21	
109	Louisville College of Pharmacy, Louisville, Ky.	7					7	
110	Maryland College of Pharmacy, Baltimore, Md.	20					20	
111	Massachusetts College of Pharmacy, Boston, Mass.	15					15	
112	St. Louis College of Pharmacy, St. Louis, Mo.	27					27	
113	College of Pharmacy of the City of New York, New York, N. Y.	65					65	
114	Cincinnati College of Pharmacy, Cincinnati, Ohio	23					23	
115	Philadelphia College of Pharmacy, Philadelphia, Pa.	140					140	
116	Pittsburgh College of Pharmacy, Pittsburgh, Pa.	5					5	
117	National College of Pharmacy, Washington, D. C.	3					c3	

a 2 are ad eundem degrees.

b 1 is an ad eundem degree.

c These are "doctor of pharmacy."

TABLE XV.—PART 3.—Degrees conferred in 1881 by schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; M. A. Mus., Mistress of Music.]

Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	M. A. Mus.
	In course.	Honorary.										
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Union Female College, Eufaula, Ala.	a6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Florence Synodical Female College, Florence, Ala.	3	.....	.....	1	.....	.....	.....	2	.....	.....	.....	.....
3 Huntsville Female College, Huntsville, Ala.	10	.....	.....	2	.....	.....	.....	5	.....	.....	.....	b3
4 Judson Female Institute, Marion, Ala.	c18	.....	c18	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Marion Female Seminary, Marion, Ala.	9	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Alabama Central Female College, Tuscaloosa, Ala.	d9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Young Ladies' Seminary, Benicia, Cal.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 College of Notre Dame, San José, Cal.	a1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Columbus Female College, Columbus, Ga.	9	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 Andrew Female College, Cuthbert, Ga.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
11 Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	11	.....	5	4	.....	.....	.....	.....	.....	.....	.....	e2
12 Griffin Female College, Griffin, Ga.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 La Grange Female College, La Grange, Ga.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
14 Southern Female College, La Grange, Ga.	f18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15 Georgia Female College, Madison, Ga.	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 College Temple, Newnan, Ga.	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 Rome Female College, Rome, Ga.	a14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Shorter College, Rome, Ga.	17	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
19 Illinois Female College, Jacksonville, Ill.	13	.....	.....	.....	.....	.....	5	8	.....	.....	.....	.....
20 Jacksonville Female Academy, Jacksonville, Ill.	a9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21 St. Mary's School, Knoxville, Ill.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22 De Pauw College, New Albany, Ind.	2	.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....
23 College of Sisters of Bethany, Topeka, Kans.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24 Bowling Green Female College, Bowling Green, Ky.	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
25 Franklin Female College, Franklin, Ky.	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
26 Daughters College, Harrodsburg, Ky.	g11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27 Bethel Female College, Hopkinsville, Ky.	a12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28 Hamilton Female College, Lexington, Ky.	22	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
29 Mt. Sterling Female College, Mt. Sterling, Ky.	8	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....
30 Kentucky College, Pewee Valley, Ky.	a5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31 Logan Female College, Russellville, Ky.	9	.....	.....	2	.....	.....	.....	7	.....	.....	.....	.....
32 Science Hill School, Shelbyville, Ky.	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
33 Stuart's Female College, Shelbyville, Ky.	12	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
34 Stanford Female College, Stanford, Ky.	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
35 Cedar Bluff Female College, Woodburn, Ky.	a2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36 Silliman Female Collegiate Institute, Clinton, La.	a6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37 Minden Female College, Minden, La.	5	.....	.....	.....	.....	.....	.....	45	.....	.....	.....	.....
38 Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	10	.....	8	2	.....	.....	.....	.....	.....	.....	.....	.....
39 Waterville Classical Institute, Waterville, Me.	8	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....
40 Baltimore Female College, Baltimore, Md.	4	.....	1	1	.....	.....	.....	2	.....	.....	.....	.....
41 Smith College, Northampton, Mass.	27	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....
42 Wellesley College, Wellesley, Mass.	23	.....	23	.....	.....	.....	.....	.....	.....	.....	.....	.....
43 Bennet Seminary, Minneapolis, Minn.	9	.....	j5	.....	.....	.....	.....	.....	.....	.....	.....	.....
44 Blue Mountain Female College, Blue Mountain, Miss.	a1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Degrees not specified.

b Certificates in music.

c 16 are "graduate" and 2 "exceisor graduate."

d With the degree of "full graduate."

e These are P. M. (proficiency in music).

f 15 diplomas for completion of full Latin course and 3 for completion of English course.

g With the degree of "alumna."

h 6 are English, 2 classical, and 4 musical.

i These are "mistress of English."

j These are L. A. (baccalaureate of arts).

k These are L. S. (baccalaureate of science).

TABLE XV.—PART 3.—Degrees conferred in 1881 by schools, &c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mia. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
45	Whitworth College, Brookhaven, Miss.	15		2					13				
46	Central Female Institute, Clinton, Miss.	0	0										
47	Franklin Female College, Holly Springs, Miss.	2							2				
48	Chickasaw Female College, Pontotoc, Miss.	26											
49	Lea Female College, Summit, Miss.	2							2				
50	Stephens Female College, Columbia, Mo.	7		6									1
51	Howard College, Fayette, Mo.	4			1				3				
52	Synodical Female College, Fulton, Mo.	12			3							26	
53	St. Louis Seminary, Jennings, Mo.	1			1								
54	Baptist Female College, Lexington, Mo.	29											
55	Elizabeth Aull Female Seminary, Lexington, Mo.	28										23	
56	Hardin College, Mexico, Mo.	25											
57	New Hampshire Conference Seminary and Female College, Tilton, N. H.	4							3	1			
58	Pennington Seminary, Pennington, N. J.	10							10				
59	St. Agnes School, Albany, N. Y.	211											
60	Buffalo Female Academy, Buffalo, N. Y.	0	0										
61	Academy of Mt. St. Vincent-on-the-Hudson, New York, N. Y.	214											
62	Thomasville Female College, Thomasville, N. C.	25											
63	Glendale Female College, Glendale, Ohio.	18			18								
64	Granville Female College, Granville, Ohio.	0	0										
65	Hillsboro' Female College, Hillsboro', Ohio.	7							7				
66	Wilson College, Chambersburg, Pa.	3			3								
67	Irving Female College, Mechanicsburg, Pa.	6		2					4				
68	Pittsburgh Female College, Pittsburgh, Pa.	17						3	59				26
69	Columbia Female College, Columbia, S. C.	15			15								
70	Due West Female College, Due West, S. C.	14			14								
71	Walhalla Female College, Walhalla, S. C.	4			4								
72	Wesleyan Female College, Brownsville, Tenn.	25											
73	Columbia Female Institute, Columbia, Tenn.	7			7								
74	Memphis Conference Female Institute, Jackson, Tenn.	12							12				
75	Cumberland Female College, McMinnville, Tenn.	2			1				1				
76	Murfreesboro' Female Institute, Murfreesboro', Tenn.	11			1				10				
77	Ward's Seminary for Young Ladies, Nashville, Tenn.	32			32								
78	Martin College, Pulaski, Tenn.	6							6				
79	Mary Sharp College, Winchester, Tenn.	5			5								
80	Dallas Female College, Dallas, Tex.	6							6				
81	Young Ladies' School, Southwestern University, Georgetown, Tex.	4											
82	Baylor Female College, Independence, Tex.	2		2									
83	Vermont Methodist Seminary and Female College, Montpelier, Vt.	3						1	2				
84	Roanoke Female College, Danville, Va.	26											
85	Southern Female College, Petersburg, Va.	2											

a With the degree of "graduate."

b "Mistress of science."

c 5 are normal.

d 2 of these are "seminary degree of maid of science."

e Degrees not specified.

f 4 of these are B. E. L. (bachelor of English literature).

g These are B. M. (bachelor of music).

h "Maid of arts."

i 3 are "first degree in English and classical literature" and 2 "first degree in English and French literature."

j With the degree of "full graduate."

TABLE XV.—PART 3.—*Degrees conferred in 1881 by schools, &c.*—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mia. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
86	Episcopal Female Institute, Winchester, Va.	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Broadbush Female College, Clarksburg, W. Va.	3	.....	22	.....	.....	.....	.....	51	.....	.....	.....	.....
88	Wisconsin Female College, Fox Lake, Wis.	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Milwaukee College, Milwaukee, Wis.	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....

a With the degree of "full graduate."

b With the degree of "English graduate."

c Degrees not specified.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1881; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Sch., school; Pub., public; Coll., college; Soc'y, college society libraries; Sci., scientific; Y. M. C. A., Young Men's Christian Association; A. & R., asylum and reformatory; Mts., miscellaneous.]

1	Name.	2	3	4	5	6	7	8		9		10		11	12		13
								When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1	Tuskegee Normal School Library.	Tuskegee, Ala.	Olivia A. Davidson	1881	Free	Sch.	500	1881	Free	Sch.	500	218			\$37		
2	California Academy of Sciences Library.	San Francisco, Cal.	Carlos Troyer	1853	Free	Sci.	10,000	1853	Free	Sci.	10,000	843		\$0			\$0
3	School Libraries	San Francisco, Cal.	John W. Taylor, superintendent.			Sch.	934,516					1,125				\$67,176	
4	Santa Ana Library Association	Santa Ana, Cal.	Mrs. Maggie Waite	1878			400										
5	Greeley Public School Library	Greeley, Colo.	Fred M. Dille	1879	Free	Sch.	400					110					60
6	Library of the Convent of Mary Immaculate	Key West, Fla.		1870	Sub	Mts.	505					45		(d)		90	
7	Normal School Library	Morris, Ill.	F. M. Weld	1878	Free	Sch.	1,500					400		0	0		150
8	Cassel Library of Mount Morris College.	Mt. Morris, Ill.	D. L. Miller	1880	Sub	Coll.	30,000					300				500	
9	Ottawa Book Club	Ottawa, Ill.		1880			300										
10	Ottawa Township High School Library.	Ottawa, Ill.	H. L. Boltwood	1878	Free	Sch.	800					70		0	80	80	
11	Young Ladies' Library Association.	Ottawa, Ill.	Mrs. L. Folger Macy	1881	Free	Pub.	1,400										
12	Peoria Public Library	Peoria, Ill.	Fred. J. Soldan	1881	Free	Pub.	4,472					4,472	11,937	0	2,038	1,814	1,038
13	Brazil Public Library	Brazil, Ind.	L. O. Schmitz	1870	Sub	Pub.	858					858	1,000	101	549	470	78
14	Central Normal College Library	Danville, Ind.	Mrs. F. P. Adams	1876	Free	Sch.	1,000					100					
15	Southern Indiana Normal College Library.	Mitchell, Ind.	Jessie Robertson	1880	Free	Sch.	500					200					
16	Normal School Library	Bloomfield, Iowa	Mrs. O. H. Longwell	1880	Free	Sch.	1,000					700		0		400	0
17	Howard Literary Institute and Library Association.	Howard, Kans.	Dr. G. A. Keyes	1871	Sub		511					20	84	0	22	20	

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1881, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals and binding.	Salaries and incidental.
1	2	3	4	5	6	7	8	9	10	11	12	13
42 Brooklyn Library Association of the East District, a	Brooklyn, N. Y.	A. C. Hockemeyer, secretary.	1865	Sub	.....	12,000	.....	.....	\$5,000	.....	.....	.....
43 Cazenovia Free School District No. 10.	Cazenovia, N. Y.	Charles Stebbins	.....	Free	Sch	639	50	.....	0	\$18	\$3	\$10
44 Library of Rural Seminary	East Pembroke, N. Y.	James A. Le Seur, principal.	.....	.....	Sch	600	.....	.....	.....	.....	.....	.....
45 Library of Gilbertsville Academy and Collegiate Institute.	Gilbertsville, N. Y.	Rev. Abel Wood, A. M., principal.	.....	.....	Sch	503	20	.....	.....	.....	.....	.....
46 Colored Orphan Asylum Library	New York, N. Y. (142d st. and 10th ave.)	O. K. Hutchinson, superintendent.	1838	.....	A. & R.	500	100	.....	.....	.....	.....	.....
47 Harlem Branch Young Men's Christian Association.	New York, N. Y. (2317 Third ave.)	James McConaughy, secretary.	1868	(b)	Y. M. C. A.	557	97	434	.....	.....	.....	.....
48 Wilson Mission Circulating Library.	New York, N. Y. (125 St. Mark's place).	Miss F. L. Hoyt	1878	Free	A. & R.	600	100	1,200	0	50	50	0
49 Watertown Free Public Library	Watertown, N. Y.	Solon F. Whitney	1863	Free	Pub	13,033	636	27,919	.....	.....	.....	.....
50 Bennett Seminary	Greenboro, N. C.	John C. Miller	1877	Free	Mis	1,200	100	1,216	3,000	240	240	0
51 The Kelly Library (Institution for the Deaf, Dumb, and Blind).	Delaware, Ohio	Amelia D. Hackinson	1868	Free	A. & R.	1,111	0	3,240	.....	.....	.....	.....
52 Library of the Girls' Industrial Home.	Mt. Union, Ohio	J. K. Niles, superintendent.	.....	Free	Y. M. C. A.	400	.....	.....	.....	.....	.....	.....
53 Fairmount Children's Home.	Bellefonte, Pa. (cor. High and Spring sts.)	J. W. Millor, secretary	1879	Free	Y. M. C. A.	600	34	650	0	.....	.....	150
54 Young Men's Christian Association.	Indiana, Pa.	Albert W. Raab, A. M., principal.	.....	.....	Sch	500	50	.....	.....	.....	.....	.....
55 Library of State Normal School.	Lock Haven, Pa.	.....	.....	.....	Sch	400	250	.....	.....	.....	.....	.....

	Free Public Library	Little Compton, R. I.	F. R. Brownell	1878	Free	Pub	51	1,000	752	189
58	Shannock Free Library	Shannock Mills, R. I.	George A. Carmichael	1881	Free	Mis	60	3,065	50	100
59	Whitridge Hall Free Library	Tiverton, R. I.	Mary J. Seabury	1875	Free	Free	187	600	100	60
60	Valley Falls Free Public Library	Valley Falls, R. I.	Mrs. Elizabeth T. Spring	1880	Free	Free	219	6,305	464	209
61	Charleston Orphan House	Charleston, S. C.	Miss E. L. Henderson	1836	cFree	A. & R.	26	2,364		238
62	Library of Thornwell Orphanage	(102 Calhoun st.)	William P. Jacobs	1875	Free	A. & R.	98	1,500	80	0
63	Edward L. Pierce Library	St. Helena Island, Beaufort P. O., S. C.	Mrs. J. R. Macdonald	1875	Free	A. & R.	800			
64	Knoxville College	Knoxville, Tenn.	J. S. McCulloch	1876	Free	Mis	100		0	40
65	Library of the Deaf and Dumb Asylum	Austin, Tex.	John S. Ford, ex officio librarian	1881	Free	A. & R.	250		500	540
66	Library of Sam Houston Normal Institute	Huntsville, Tex.	J. Baldwin, principal	1879	gFree	Sch	500			
67	Chelsea Agricultural Library	Chelsea, Vt.	E. R. Hyde	1868	dFree	Sol	0		0	0
68	Chelsea Ladies Library	Chelsea, Vt.	Mrs. Frances W. Bixby	1864	Sub.	Mis	23	1,040	80	30
69	Norwich Library Association	Norwich, Vt.	Mrs. E. W. Olds	1880	Sub.	Mis	436	1,258	186	178
70	Reform School Library	Washington, D. C.	G. A. Shallenberger	1879	cFree	A. & R.	50		0	0

a This library, organized in 1865, was closed in 1881; since the closing the books were damaged by fire and water and thereafter sold, producing the above reported fund of \$3,000, the income from which is now used by the association for the rental of rooms of a branch of the Brooklyn Library.

b Circulating to members; free to visitors for use in the rooms.

c To inmates of the institution.

d To members.

e The income of \$200.

f Hon. E. L. Pierce bought this library and sent it to St. Helena in the fall of 1881, but it was not shelved and catalogued until later.

g To students.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1881.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Connecticut Training School for Nurses (State Hospital). [*]	New Haven, Conn.	1873	1873	Gertrude Barrett.	4	24	8	110	43	14	50	\$174 yearly, with board and washing.	Age, 22-40; good health and character and common school education.
2 Illinois Training School for Nurses.	Chicago, Ill.	1880	1881	Miss M. E. Brown.	3	10	0	10	0	2	....	\$8 a month for first year; \$12 a month for second.	Age, 25-35; sound health and good education.
3 Boston City Hospital Training School for Nurses.	Boston, Mass.	1880	1878	Mrs. Almira C. Davis.	9	50	9	159	21	2	50	\$10 a month for first year; \$14 a month for second; \$20-\$30 head nurses (graduates).	Age, 21-35; satisfactory references of sound health and good moral character.
4 Boston Training School for Nurses (Massachusetts General Hospital). [*]	Boston, Mass.	1875	1873	Jane E. Sangster. ....	....	42	16	247	73	2	50	\$10 a month for first year; \$14 a month for second.	Preference given to applicants between 25 and 35 years of age.
5 Nurses (New England Hospital).	Boston, Mass. (Codman avenue, Roxbury district).	1863	1872	Helen F. Kimball, chairman of committee.	....	17	6	120	446	14	50	\$1 a week for first 6 months; \$2 a week for second 6 months; and \$3 a week for the last 4 months.	Age, 21-31; satisfactory references and good health.
6 Missouri School of Midwifery. [*]	St. Louis, Mo.	1875	1875	Wm. C. Richardson, M. D., president.	3	16	21	180	173	1	16	None.	A common school education.
7 Brooklyn Training School for Nurses.	Brooklyn, N. Y. ....	....	1880	Miss Fine. ....	....	12	0	12	0	2	....	\$9 a month for the first year; \$15 a month for the second.	Age, 22-35; excellent character and common school education.
8 New York State School for Training Nurses.	Brooklyn, N. Y. (46 Concord street).	1871	1873	Mrs. A. H. Wolhaupter.	6	7	7	54	54	1	92	Boarded and lodged during the entire course of instruction.	Age, 21-40; satisfactory references as to moral character and general health, ability to read and write, and as to permanent to remain one year.

No.	Name of Institution	Location	Year	President	Trustees	Students	Teachers	Other
21	Clark Institution for Deaf-Mutes	Northampton, Mass.	1867	Harriot B. Rogers	Private	11	1	78
22	Michigan Institution for Educating the Deaf and Dumb	Flint, Mich.	1864	Thomas MacIntire	State	14	2	249
23	School of Articulation	Marquette, Mich.	1871	Mrs. A. M. Kelsey	Private	1	0	3
24	Evangelical Lutheran Deaf-Mute Institute	Norris, Mich.	1873	H. D. Uhlig	Ev. Luth. Asso.	8	4	41
25	Minnesota Institution for the Education of the Deaf and Dumb and the Blind	Faribault, Minn.	1863	J. L. Noyes, A. M., superintendent.	State	8	4	184
26	Mississippi Institution for the Deaf and Dumb	Jackson, Miss.	1853	J. R. Dobyns	State	4	1	56
27	Missouri Institution for the Education of the Deaf and Dumb	Fulton, Mo.	1851	William D. Kerr, A. M.	State	12	1	243
28	St. Louis Day School for Deaf-Mutes	St. Louis, Mo. (corner 9th & Washington sts.)	1878	Delos A. Simpson, B. A.	School board	2	2	48
29	Nebraska Institute for the Deaf and Dumb	Omaha, Neb.	1869	J. A. Gillespie, B. D.	State	7	1	97
30	Le Contoux St. Mary's Institution for Education of Deaf-Mutes	Buffalo, N. Y. (125 Edward street).	1864	Sister Mary Anne Burke	Sisters of St. Joseph	11	0	152
31	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	Fordham, N. Y.	1869	Mary B. Morgan	B'd of mang'rs	20	1	289
32	Institution for the Improved Instruction of Deaf-Mutes	New York, N. Y. (Lexington ave. bet. 67 & 68 sts.)	1867	David Greenberger	Trustees	12	0	122
33	Institution for the Instruction of the Deaf and Dumb	New York, N. Y. (Station Mf.)	1817	Isaac Lewis Peet, LL. D.	Directors	18	6	533
34	Western New York Institution for Deaf-Mutes	Rochester, N. Y.	1876	Z. F. Westervelt	State	9	0	131
35	Central New York Institution for Deaf-Mutes	Rome, N. Y.	1875	Edward B. Nelson, B. A.	Trustees	12	4	168
36	North Carolina Institution for the Deaf and Dumb and the Blind	Raleigh, N. C.	1845	Hazeliah A. Gudge, M. A.	State	9	1	109
37	Cincinnati Day School for Deaf-Mutes	Cincinnati, Ohio	1875	R. P. McGregor, B. A.	B'd of educat'n	8	1	48
38	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1829	Charles Strong Perry	State	25	4	512
39	Oregon School for Deaf-Mutes	Salem, Oreg.	1870	Rev. P. S. Knight, superintendent.	State	2	0	15
40	Eric Day School	Erie, Pa.	1875	Mary H. Welch	School board	1	7	13
41	Oral Branch Pennsylvania Institution	Philadelphia, Pa. (s. e. cor. 17th & Chestnut sts.)	1881	Miss Emma Garrett	Philadelph. Pa.	2	0	20
42	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa. (707 Fairmount avenue).	1821	Joehna Foster	Directors	18	2	402
43	Philadelphia Day School	Scranton, Pa.	1880	Jerome T. Elwell, B. A.	School board	1	1	10
44	Scranton Deaf-Mute School	Scranton, Pa.	1880	Jacob Mitchell Koehler	School board	1	1	10
45	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	Turkey Creek, Pa.	1878	John A. McWhorter	Trustees	8	2	119
46	Rhode Island School for the Deaf	Providence, R. I.	1877	Joseph W. Homer	State board of education	4	0	19
47	South Carolina Institution for the Education of the Deaf and Dumb and the Blind	Cedar Springs, S. C.	1849	Newton F. Walker, sup't.	State	5	3	38

This is a note.
This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.
A branch institution was opened at Tarrytown in October, 1879.
Temporarily closed.

- * From Report of the Commissioner of Education for 1880.
- † These are deaf-mutes.
- ‡ These statistics are for both departments of the institution.
- The mute schools of Chicago for 1881 are the Deaf-Mute High School and four primary schools.
- ② Three of these are deaf-mutes.
- ③ School for hearing youth, with classes for deaf-mutes.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1881, &c.—Continued.*

Name.	Location.	Year of incorporation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.	
					Total number.	Number of semi-mutes.	Total	
1	2	3	4	5	6	7	8	9
48 Tennessee School for Deaf and Dumb.....	Knoxville, Tenn.....	1845	Trustees.....	Joseph H. Nims, A. B.....	6	0	100	60
49 Texas Institution for the Education of the Deaf and Dumb.....	Austin, Tex.....	1856	State.....	John S. Ford, superintendent.....	5	0	89	53
50 Virginia Institution for the Education of the Deaf and Dumb and the Blind.....	Staunton, Va.....	1839	State.....	Thomas S. Doyle.....	7	1	96	54
51 West Virginia Institution for the Deaf and Dumb and the Blind.....	Romney, W. Va.....	1870	State.....	John Collins Covell, M. A.....	6	2	78	46
52 Wisconsin Institution for the Education of the Deaf and Dumb.....	Delevan, Wis.....	1852	State.....	John W. Swiler, M. A., sup't.....	11	0	170	102
53 Wisconsin Phonological Institute for Deaf Mutes.....	Milwaukee, Wis.....	1878	Directors.....	Prof. Adam Steitner.....	2	0	21	12
54 St. John's Catholic Institution.....	St. Francis Station, Wis.....	1876	R. C.....	Rev. Charles Feeler.....	8	...	43	27
55 Columbia Institution for the Deaf and Dumb.....	Washington, D. C.....	1807	Corporate.....	E. M. Gallaudet, Ph.D., LL.B., pres't.....	12	3	114	103
56 National Deaf-Mute College.....	Washington, D. C.....	1864	National.....	E. M. Gallaudet, Ph.D., LL.B., pres't.....	12	3	114	103
57 Dakota School for Deaf Mutes.....	Sioux Falls, Dak.....	1880	Directors.....	James Simpson, superintendent.....	1	1	5	4
					1	1	5	4

* From Report of the Commissioner of Education for 1880.

* An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1891, &c.—Continued.

Note.—x Indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.				Library.			Property, income, &c.								
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Alabama Institution for the Deaf and Dumb and the Blind.		190	2	0	x				x	0	0	0	2500	2100	17	\$50,000	\$15,000		\$13,500
Arkansas Deaf-Mute Institute*.	3	160	1		x					0	0	0	75	0	92	30,000	64,000	\$0	14,676
Institution for the Deaf and Dumb and the Blind.	5	239	3	x	x	x	x		x				70		130	\$325,000	\$40,000	0	\$40,000
Institute for the Education of the Mute and the Blind*.		53			x	x	x									20,000	\$16,935	0	15,885
American Asylum for the Education of the Deaf and Dumb.		2,282	228	x	x				0	0	0	0	2,000		28	250,000	\$26,224	\$506	51,325
Whipple's Home School for Deaf-Mutes.....	6	60	0	x	x				x	0	0	0	200		32	6,000	\$2,725	\$2,500	\$1,500
Georgia Institution for the Deaf and Dumb*.	7	800	3	0	x	x			x	0	0	0	1,000	50	52	40,000	15,000	0	14,241
Chicago Day School for Deaf-Mutes.....	8			x	x	x			0	0	0	0	5,591	804	46	\$300,000	\$15,000		3,792
Illinois Institution for the Education of the Deaf and Dumb.	7	*1,480	*15	x	x	x			x	0	0	0				*300,000	85,000		85,000
Indiana Institution for Educating the Deaf and Dumb.	51	1,995		x	x	x	x	x	0	x	x	0	3,008		104	458,110	55,000	0	54,831
Iowa Institution for the Deaf and Dumb*.	54	600	0	x	x				x	0	0	0	482	0	90	200,000	\$57,280	0	50,280
Kansas Institution for the Education of the Deaf and Dumb*.	5	240		x	x				0	0	0	0	500	100	175	54,000	19,500	0	19,500
Kentucky Institution for the Deaf and Dumb.....	5	788		x	x	x			x	x	x	x	800	25	55	200,000	23,003	\$4,439	28,705
Louisiana Institution for the Education of the Deaf and Dumb*.	14												350			50,000			

* From Report of the Commissioner of Education for 1890.
 † Up to close of 1879.
 ‡ From the six New England States.
 § Of this, \$2,200 are from New Jersey.
 ¶ \$25,000 of this for building.
 †† From labor, and interest on permanent fund.
 ‡‡ For two school years.
 §§ Language (mute), rhetoric, and algebra are also taught.
 ¶¶ \$25,000 of this for building.
 ††† From labor, and interest on permanent fund.
 ‡‡‡ Mute High School and four primary schools.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1881, &c.—Continued.

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Library.	Property, income, &c.									
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.		Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.			
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Portland School for the Deaf.....		29		x	x								2,000	220		\$40,000			
F. Knapp's Institute* a.....		30	0	0	x								0			\$60,000			
Institution for the Colored Blind and Deaf-Mutes*.....		243	3	x	x								2,150		10	\$20,000			
Maryland School for the Deaf and Dumb.....	4.6				x								100		57	7,000	0	\$600	\$4,537
New England Industrial School for Deaf-Mutes*.....	1	18	0	x	x								216			250,000			24,067
Horace Mann School for the Deaf.....	4	186	0	x	x								840		11	90,000	11,883	28,933	
Clarke Institution for Deaf-Mutes.....		186	0	x	x								2,056	0	80	387,500	40,000	45,000	
Michigan Institution for Educating the Deaf and Dumb.....	6	886		x	x														
School of Articulation.....	3	15	0	x	x								400	20	40	20,000	0	600	600
Evangelical Lutheran Deaf-Mute Institute.....	6	81		x	x								850	10	54	200,000	24,000	0	
Minnesota Institution for the Education of the Deaf and Dumb and the Blind*.....	4.9	258	2	x	x														
Mississippi Institution for the Education of the Deaf and Dumb.....	7	123		x	x	x	x						600		75	100,000	9,500	0	10,000
Missouri Institution for the Education of the Deaf and Dumb.....	4.8	760	3	x	x								1,000	0	95	162,768	45,000	0	35,236
St. Louis Day School for Deaf-Mutes.....		69	0	0	x														
Nebraska Institution for the Deaf and Dumb.....	7	144	0	x	x	x	x						763	160	23	61,000	639,950	0	16,450
Le Conte's St. Mary's Institution for Education of Deaf-Mutes.....	5	320		x	x								500	50	1	54,000	1,200	30,000	
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.....																			
Institution for the Improved Instruction of Deaf-Mutes.....	5	221	0	x	x								561	37		18,000	38,323	31,104	
Montgomery Institution for the Instruction of the Deaf and Dumb.....	8	3,804	87	x	x	x	x	x	x	x	x	x	8,900	50	105	537,000	140,179	2,907	154,064

TABLE XIX.—Statistics of institutions for the blind for 1881; from

NOTE.—x indicates the employments taught.

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employees.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1860	Jo H. Johnson, M. D.	State	2
2	Arkansas School for the Blind.	Little Rock, Ark.	1859	Otis Patten	State	12
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal..	1860	Warring Wilkinson, M. A.	State	22
4	Institute for the Education of the Mute and the Blind. ^e	Colorado Springs, Colo.	1874	J. R. Kennedy	State	
5	Georgia Academy for the Blind.	Macon, Ga.....	1832	W. D. Williams, A. M.	State	15
6	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State	60
7	Indiana Institute for the Education of the Blind.	Indianapolis, Ind.	1847	W. B. Wilson	State	20
8	Iowa College for the Blind	Vinton, Iowa ..	1853	Rev. Robert M. Carothers, A. M.	State	20
9	Kansas Institution for the Education of the Blind.*	Wyandotte, Kans.	1868	George H. Miller	State	6
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky..	1842	Benj. B. Huntton, A. M.	State	30
11	Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind.*	Baton Rouge, La.	1871	P. Lane	State	23
12	Institution for the Colored Blind and Deaf-Mutes.*	Baltimore, Md. (258 Saratoga-st.)	1872	Frederick D. Morrison, M. A.	Corporation.	(4)
13	Maryland Institution for the Instruction of the Blind.	Baltimore, Md. ...	1853	Frederick D. Morrison, M. A.	Corporation.	21
14	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass. ...	1829	M. Anagnos	Corporation and State.	46
15	Michigan School for the Blind.	Lansing, Mich..	1880	J. F. McElroy, A. M.	State	25
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	James J. Dow	State	11
17	Mississippi Institution for the Education of the Blind.*	Jackson, Miss. ...	1852	Dr. W. S. Langley.	State	27
18	Missouri School for the Blind...	St. Louis, Mo. ...	1851	Prof. John T. Sibley	State	19
19	Nebraska Institution for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee	State	9
20	New York State Institution for the Blind.	Batavia, N. Y. ...	1868	Rev. Albert D. Wilbor, D. D.	State	44
21	New York Institution for the Blind.	New York, N. Y. (34th st. and 9th avenue).	1831	William B. Wait.	State	28
22	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C. ...	1849	Hzekiah A. Guder, M. A., principal.	State	
23	Ohio Institution for the Education of the Blind.	Columbus, Ohio.	1837	G. L. Smead, M. A.	State	23
24	Oregon Institute for the Blind.	Salem, Oreg.	1872	.....	State	
25	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation and State.	58
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.*	Cedar Springs, S. C.	1855	Newton F. Walker	State	2

* From Report of the Commissioner of Education for 1880.

a See Table XVIII.

b Music is taught.

c Appropriation not to exceed the above amount; exact figures not given.

d For both departments.

e Department for the blind was not opened up to 1881; the legislature of 1881 appropriated \$20,000 for additional buildings and furnishing, and the blind were thereafter to be received.

f Includes \$10,000 for building.

g In 1879.

h Up to the close of 1879.

i Includes balance on hand from last financial year.

j Exclusive of income from tuition and labor of inmates.

k Also brush and hat making.

l Upholstery is also taught.

m Instructors only.

n Value of furniture.

o In State warrants.

replies to inquiries by the United States Bureau of Education.

0 signifies no or none; indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane setting.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
0	15	38	x	x	x	x	b x	x	(a)	(a)	\$50,000	(a)			(a)	1
5	36	145	x	x	x	x	b x	x			15,000	\$11,000	\$0	\$10,788	\$10,739	2
0	30	107			x		(b)	x			(a)	(a)		\$40,000	(a)	3
4	61	217	x	x	x	x	b x	x	1,000	100	75,000	\$22,000	875		11,373	5
145	1605		x	x		x	(b)	x			\$114,713	24,250	\$6,698	30,948	28,299	6
5	127	672	x		x			x	2,100	100	374,644	\$31,129		31,129	30,653	7
9	90	448	x	x	x	x		x	1,000	100	300,000	18,222	648	\$18,870	25,563	8
2	52	139	x						340	40	100,000	11,140	0	11,140	9,640	9
7	81	429	x	x		x	(b)	x	1,200	100	100,000	12,371		27,902	18,562	10
6	23	57	x	x		x	b x	x	250	40	\$3,000	\$10,000	0	6,600	7,200	11
1	13	38	x	x	x			x	25		(a)	4,250	600	4,850	4,587	12
7	60	252	x	x		x	(b)	x	562		339,400	15,000	4,200	23,121	19,604	13
34	128	1,016	x	x	x	x	b x	x	5,383	793	246,489	30,000	21,059	77,324	71,938	14
63	72		x					x	60		40,000	18,500		15,816	14,848	15
2	28	57	x	x	x			x	425	25	30,000	7,000	0	7,000	7,000	16
12	82		x	x		x			427	40	6,000	8,400	0		8,000	17
3	90	1469	x	x	x	x	(b)	x	1,250	50	250,000	27,000	0	27,000	23,000	18
22	41		x	x	x			x	250	50	15,000	7,800		7,800	4,962	19
3	170	481	x		x		b x	x	1,777	131	335,846	37,000	\$5,709	42,799	38,003	20
236	1,306		x	x	x	x	b x	x	9600		\$373,634	40,567	\$41,389	81,946	60,145	21
											(a)				(a)	22
8	180	1,138	x	x	x		b x	x	9500		500,000	29,681	\$5,132	34,813	32,960	23
15	192	1,116	x	x		x		x	2,000	300	\$296,280	\$54,375	4,915	78,540	71,246	24
1	15	45	x		x						(a)	(a)	\$534	\$8,334	(a)	25

p Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.

q Brush making is also taught.

r Received from counties and individuals.

s Number of officers only.

t Includes income from all sources other than the State.

u Temporarily closed since 1879.

v Also brush and mat making and fine basket work.

w Includes personal property, funds, and investments.

x Including one quarter omitted in a former report.

The regular annual appropriation from this State is \$43,500, but owing to failures of the State treasurer to pay quarter bills the report of the past year shows six quarters with increased expenses. The net average expenses for each of the past three years were \$56,064.

TABLE XIX.—*Statistics of institutions for the blind for 1881; from*

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
27	Tennessee School for the Blind <i>a</i>	Nashville, Tenn.	1846	J. M. Sturtevant ..	State and corporation.	11
28	Texas Institution of Learning for the Blind.*	Austin, Tex.	1858	Frank Rainey	State	34
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.	1839	Thomas S. Doyle, principal.	State	9
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John C. Covell, M. A., principal.	State	4
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis. .	1850	Mrs. Sarah F. C. Little, A. M.	State	25

* From Report of the Commissioner of Education for 1880.

a These statistics are from a return for 1879.*b* Music is also taught.*c* Since September, 1874.

replies to inquiries by the United States Bureau of Education--Continued.

0 signifies no or none; indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.																																				
			10	11	12	13	14	15	16	17	18	19	20	21	22																																
Number of blind employes and workmen.			Number of pupils.			Number of pupils admitted since opening.			Broom making.			Cane seating.			Fancy work.			Mattress making.			Piano tuning.			Sewing.			Number of volumes.			Increase in the last school year.			Value of grounds, buildings, and apparatus.			Amount of State or municipal appropriation for the last year.			Receipts from other States and individuals for the last year.			Total receipts for the last year.			Total expenditure for the last year.		
3	30	222	...	x	x	x	b x	x	1,141	46	\$110,000	\$17,000	\$0	\$17,224	\$16,569	27																															
3	84	6485	x	...	x	x	b x	x	701	20	75,000	18,710	0	18,710	19,910	28																															
2	32	253	x	x	x	x	...	x	200	20	(d)	(d)	0	\$24,680	(d)	29																															
0	30	64	x	x	...	x	...	...	200	50	(d)	(d)	0	\$20,702	(d)	30																													
1	88	299	...	x	x	(f)	...	x	1,600	2	175,000	18,800	.....	20,245	19,068	31																														

d See Table XVIII.

e For both departments.

f Carpet weaving.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children*

NOTE.—x indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	Connecticut School for Imbeciles a	Lakeville, Conn.	1858	Robert P. Knight, M. D.
2	Illinois Asylum for Feeble-Minded Children	Lincoln, Ill.	1865	C. T. Wilbur, M. D.
3	Indiana Asylum for Feeble-Minded Children	Knightstown, Ind.	1879	Dr. John W. White ...
4	Iowa State Asylum for Feeble-Minded Children*	Glenwood, Iowa	1876	O. W. Archibald, M. D. .
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	Frankfort, Ky. .	1860	John Q. A. Stewart, M.D.
6	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass.	1848	George Brown, M. D. ...
7	Hillside School for Backward and Feeble Children	Fayville, Mass..	1870	Meedames Knight & Green.
8	Massachusetts School for Idiotic and Feeble-Minded Youth.	South Boston, Mass.	1848	George G. Tarbell, acting sup't.
9	Minnesota School for Idiots and Imbeciles	Faribault, Minn.	1879	George H. Knight, M.D.
10	New York State Idiot Asylum (Custodial Branch)	Newark, N. Y.	1878	C. C. Warner
11	Idiot Asylum, Randall's Island	New York, N. Y.	1868	Miss Mary C. Dunphy.
12	New York Asylum for Idiots*	Syracuse, N. Y. .	1851	EL B. Wilbur, M. D. ...
13	Ohio Institution for the Education of Imbecile Youth.*	Columbus, Ohio.	1857	Gustavus A. Doreau, M. D.
14	Pennsylvania Training School for Feeble-Minded Children.	Elwyn, Pa.	1852	Isaac N. Kerlin, M. D. .

* From Report of the Commissioner of Education for 1880.

a These statistics are for 1879.

b Articulation is taught.

c Callisthenics and domestic labor are also taught.

d Painting is also taught.

e 27 of these are employ  s of the Soldiers' Orphan's Home also.

f Kindergarten instruction is given.

g State appropriation for two years.

h Various industries are taught.

i Teachers only.

for 1881; from replies to inquiries by the United States Bureau of Education.

the branches taught.

Number of instructors and other employees.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
	Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25	47	31	78	b x	x	x	x	x	x					
61	218	156	374	c x	x	x	x	x		d x	x	404	\$60,000	\$60,000
85	50	27	77	(f)	x	x	x	x		x		10	10,000	12,817
27	98	62	160		x	x	x	x	x		x	10	24,000	24,000
26	71	61	132	(h)	x	x	x	x	x		x	53	38,282	32,729
19	46	28	74	(e)	x	x	x	x	x	x	x	\$140		36,000
9	6	2	8	(k)	x	x	x	x	x	d x	x	115		
28	79	51	130	(h)	x	x	x	x	x				25,395	25,395
8	25	13	38	(m)	x	x	x	x		x	x	1	7,500	
14		128	128	(n)	0	0	0	0	0	0	0	0	15,000	18,240
42			81											
54			289	(h)	x	x	x	x				6750	55,686	58,306
114	348	218	566		x	x	x	x	x			p201	92,945	92,945
278	219	136	355	f h x	x	x	x	x			x	p458	88,500	88,352

f Number dismissed improved up to the close of 1878.

h Instruction in fret-sawing and physical exercises is given.

i Number dismissed improved up to the close of 1880.

m Callisthenics, dancing, and various industries are taught.

n Nothing but industrial branches taught.

o Number dismissed improved up to the close of 1879.

p Number dismissed improved up to the close of 1877.

TABLE XXI.—Statistics of reform schools for 1881; from

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
1	City and County Industrial School.	San Francisco, Cal.	City and county.	John F. McLaughlin.
2	Colorado State Industrial School.	Golden, Colo.	State	William C. Sampson.
3	State Reform School*	Meriden, Conn.	State	George E. Howe.
4	Connecticut Industrial School for Girls.	Middletown, Conn.	Private, aided by State.	Charles H. Bond.
5	Chicago Industrial and Reform School.*	Chicago, Ill.	Roman Catholic.	Brother Albion, superior.
6	House of the Good Shepherd*.	Chicago, Ill.	Roman Catholic.	Mother Mary Anglique, superior.
7	Illinois State Reform School*.	Pontiac, Ill.	State	J. D. Scouller, M. D.
8	Illinois Industrial School for Girls.*	South Evanston, Ill.	Private	Mrs. Flora L. Harwood.
9	House of the Good Shepherd*.	Indianapolis, Ind.	Sisters of the Good Shepherd.	Sister Mary of St. Anselm, superior.
10	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind.	State	Sarah J. Smith.
11	Indiana House of Refuge.	Plainfield, Ind.	State	T. J. Charlton.
12	Iowa Reform School.	Hidora, Iowa.	State	R. J. Miles.
13	Girls' Department of the Iowa Reform School.	Mitchellville, Iowa.	State	Mrs. L. D. Lowelling, matron.
14	State Reform School.	North Topeka, Kans.	State	J. G. Eckles.
15	House of Refuge.	Louisville, Ky.	Municipal	Peter Caldwell.
16	Boys' House of Refuge.	New Orleans, La.	Municipal	
17	Maine State Reform School.	Portland, Me.	State	Joseph R. Farrington.
18	House of Refuge.	Baltimore, Md.	State, municipal, and private.	Robert James Kirkwood.
19	House of the Good Shepherd.	Baltimore, Md.	State partially.	Rev. John Foley, D.D.
20	House of Reformation and Instruction for Colored Children.	Cheltenham, Md.	State and municipal.	General John W. Horn.
21	Female House of Refuge*.	Elchester, Md.	Board of directors.	Rev. John W. Cornelius.
22	House of Reformation*.	Boston, Mass.	Municipal	Guy C. Underwood.
23	Marcella Street Home.	Boston, Mass.	Municipal	Hollis M. Blackstone.
24	Penitent Females' Refuge.	Boston, Mass.	Private	Miss Frances A. Hutchinson.

* From Report of the Commissioner of Education for 1880.
 † In 1879.

replies to inquiries by the United States Bureau of Education.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1859	a19	a2	Under 18	Commitment by court	
1881	6	4	7-16	Conviction of crime, incorrigibility, viciousness, truancy, want or incompetency of control by parents or guardians, or indenture to the board of control by parents or guardians.	
1854	13	10	7-16	/	Dismissed on "ticket of leave," and are looked after once in six months; if not doing well are recalled.
1870	3	20	8-16	Danger of falling into habits of vice and immorality.	Good homes are found; they are regularly visited and corresponded with, and guardianship retained until they are 21.
1863					
1859	0	a33	5 and over	Unruly conduct.....	
1871	b14	b6	10-16	Criminal offences only.....	None.
1877	1	5	Under 18	Commitment by county or need of protection.	Continual oversight given; if not properly cared for returned to the school.
1873		13	15 and over	Commitment by city court for drunkenness or prostitution.	
1873	(12)		7-16	Incorrigibility and danger of entering a life of shame.	Correspondence, visitation, and help when needful.
1868	16	14	7-18	Must be homeless or bad boys	Dismissed on "tickets of leave," and these are renewed upon good conduct until the boy becomes 21 years of age.
1868	12	11	8-16	Must be of sound mind and body.	Good homes are secured, and the boys are required to report once a month for a year.
1873	1	4		Must be of sound mind and body.	Corresponded with and visited.
(c)	1	1	8-16	Commitment by court for offences against the law, incorrigibility, vagrancy, truancy, or immorality.	Bound out as apprentices, dismissed to parents on probation, and supervision had of them during minority.
1865	13	6	7-16	Received at other ages by action of board of managers.	Homes are secured for those who have none of their own.
1850			5-18	Orphanage, theft, vagrancy, &c.	
1850	9	8	8-16	Sentenced by courts for any offense except murder. Boys not received that are deaf and dumb or insane.	Some boys indentured during minority and some released on probation; the latter are required to report in writing every three months until finally discharged.
1855	19	5	6-20	Incorrigibility, viciousness, vagrancy, larceny, burglary, &c.	Boys are required to report half yearly and are visited to see if properly employed and cared for.
1864		40	3-21		Homes are provided.
1873	15		6-16	For all offences	Homes provided for all who do not return to their parents.
1866	1	2	Under 18	Vagrancy, incorrigibility, or vicious conduct.	Placed in good homes and their interests guarded by the institution until 21 years of age.
1859			9-17	Vagrancy, incorrigibility, larceny, &c.	
1877	8	7	14-21	Legal pauper residence in Boston.	Their welfare is carefully guarded by an agent under whose charge they are.
1821		4	12-40	Need of reformation.....	Allowed to visit the institution and to stay there when out of work, corresponded with, and their welfare in their different situations looked after.

^a These statistics are for two years ending September 30, 1880.

^c Provided for by an act of the legislature of 1879, but not opened for reception of pupils until 1881.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
25	Truant School*.....	Boston, Mass.....	Municipal.....	Guy C. Underwood.....
26	Truant School*.....	Cambridge, Mass.....	Municipal.....	.....
27	Truant School*.....	Fall River, Mass.....	Municipal.....	.....
28	State Industrial School for Girls.....	Lancaster, Mass.....	State.....	N. Porter Brown.....
29	Lawrence Industrial School.....	Lawrence, Mass.....	Municipal.....	Robert B. Risk.....
30	House of Reformation for Juvenile Offenders.*.....	Lowell, Mass.....	Municipal.....	Lorenzo Phelps.....
31	Truant School.....	New Bedford, Mass.....	Municipal.....	.....
32	Plummer Farm School.....	Salem, Mass.....	Private.....	Charles A. Johnson.....
33	Hampden County Truant School.....	Springfield, Mass.....	County.....	R. C. Barrett.....
34	State Reform School.....	Westborough, Mass.....	State.....	Edmond T. Dooley.....
35	Worcester Truant School.....	Worcester, Mass.....	Municipal.....	Frank B. Parkhurst.....
36	Reform School for Girls.....	Near Adrian, Mich.....	State.....	Miss Emma A. Hall.....
37	Michigan State House of Correction and Reformatory.....	Ionia, Mich.....	State.....	Erwin C. Watkins, warden.....
38	State Reform School.....	Lansing, Mich.....	State.....	Cornelius A. Gower.....
39	Minnesota State Reform School*.....	St. Paul, Minn.....	State.....	Rev. J. G. Rihelkoff.....
40	House of Refuge.....	St. Louis, Mo.....	Municipal.....	John D. Shaffer.....
41	State Industrial School.....	Manchester, N. H.....	State.....	John C. Ray.....
42	St. Francis Catholic Protectory..	Deenville, N. J.....	Roman Catholic.....	Sister M. Gonzaga, superior.....
43	New Jersey State Reform School*.....	Jamesburg, N. J.....	State.....	James H. Eastman.....
44	State Industrial School for Girls.....	Trenton, N. J.....	State.....	Mrs. Harriet F. Perry, matron.....
45	Newark City Home.....	Verona, N. J.....	Municipal.....	C. M. Harrison.....
46	House of Shelter*.....	Albany, N. Y. (52 Howard street).....	Municipal.....	Mary L. Dare, matron.....
47	Catholic Protectory for Boys*.....	Buffalo, N. Y.....	Roman Catholic.....	Rev. Thomas F. Hise.....
48	Catholic Protectory for Girls.....	Buffalo, N. Y.....	Municipal.....	Mother Mary of St. Bernard.....
49	New York State Reformatory.....	Elmira, N. Y.....	State.....	Prof. Darius E. Ford, D. D.....
50	Juvenile House of Industry of Brooklyn.*.....	New Lots, N. Y. (East New York).....	Municipal.....	William McTearney.....
51	Association for Befriending Children and Young Girls.*.....	New York, N. Y. (136 Second avenue).....	Private.....	Mrs. Mary C. D. Starr, president.....
52	House of the Good Shepherd.....	New York, N. Y. (90th st. and East River).....	.....	Mother Mary of St. Magdalen, provincial.....
53	New York House of Refuge.....	New York, N. Y. (Randall's Island).....	State.....	Israel C. Jones.....
54	New York Juvenile Asylum.....	New York, N. Y.....	State, municipal and private.....	Elisha M. and Ebert D. Carpenter.....
55	New York Magdalen Benevolent Society.*.....	New York, N. Y. (7 East 8th street).....	Municipal.....	Mrs. R. P. Hudson.....

* From Report of the Commissioner of Education for 1890.

schools for 1831, &c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1877	.....	.....	8-15 Average 10	Truancy and absenteeism..... Truancy.....	
1856	*1	*11	7-17	Must be sent by courts or State board of health, lunacy, and charity.	Continual supervision by about seventy ladies in different parts of the State.
1874	2	3	8-15		
1851	1	0	7-16		Good situations secured and oversight given.
1881				Truancy.....	
1870	2	3	7-16		Leave the school on probation till they are 18 years of age; are returned if they fail to do well. Their welfare looked after by officers of the institution.
1880	2	3	7-15	Convicted of truancy.....	They are visited and cared for by agents supplied by the State.
1848	4		7-17	Any offense not punishable by death or imprisonment for life.	
1863		1	7-15		
(a)	2	9	7-17	Until 21; granted ticket of leave by board.	Provided with good homes.
1877	b14				
1856	17	13	10-16	Commission of crime punishable by fine or imprisonment.	They are put in the care of the co-agents of the State board of corrections and charities.
1868	2	4	Under 16	Commitment by courts for any offence except murder.	Friendly interest shown and correspondence kept up.
1854	14	7	3-16	Must be residents of St. Louis....	
1854	5	7	8-17		Homes are provided for them and they are given a small amount of money and a change of clothing.
1875	1	6	6-15		
1867	13	12	8-16	Committed for any crime except murder or manslaughter.	General supervision is given.
1871		4	7-16	Committed for any crime except murder or manslaughter.	
1873	7	7	5-18	Truancy, vagrancy, and petty crime.	
1863		2	No limit.	Homelessness, indigence, &c.....	Placed in good homes.
1866		14			
1866		1	7-14	They must be Roman Catholic....	Situations procured or returned to friends.
1876	9		16-30	Commitment by court for crime ..	Conditionally released; they are supervised by agents of the reformatory, a monthly correspondence being carried on with all until they are released from their legal relations.
1854	13		8-14		Returned to parents or guardians when 14 years of age.
1870				In need of reformation; received on voluntary application.	Restored to friends or provided with employment.
1825	37	32	Under 16	Violation of the statutes.....	Returned to friends; those indentured are cared for by correspondence and visitation.
1851	23	50	7-14	An order from a police magistrate or a surrender from parents or guardians of truant or incorrigible children.	Surrendered to parents or sent West.
1833		4	13-21	Destitution and desire to reform..	Placed in homes and receive good attention from the institution.

^a Provided for by an act of the legislature in 1879, but not opened for reception of pupils until 1881.
^b 12 of these are "inmate assistants."

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
56	Western House of Refuge*	Rochester, N. Y.	State	Levi S. Fulton
57	Protectorate and Reformatory for Destitute Children.*	Utica, N. Y.	Roman Catholic.	Brother Hugh
58	New York Catholic Protectory..	Westchester, N. Y.	State and municipal.	Henry L. Hogan, president.
59	Cincinnati House of Refuge....	Cincinnati, Ohio	Municipal and contributing membership.	Henry Oliver
60	Protectory for Boys*	Cincinnati, Ohio	Roman Catholic.	Franciscan Brothers.
61	House of Refuge and Correction.	Cleveland, Ohio	Municipal	W. D. Paterson
62	Girls' Industrial Home.....	Delaware, Ohio.....	State	D. R. Miller
63	State Reform School for Boys ...	Lancaster, Ohio	State	Charles Douglas
64	House of Refuge and Correction*	Toledo, Ohio	Municipal	Almon A. McDonald ..
65	Pennsylvania Reform School	Pittsburgh, Pa. (Morgantown)	State	Jerome A. Quay
66	House of Refuge*	Philadelphia, Pa.	Private corporation.	J. Hood Lantry
67	Providence Reform School	Providence, R. I.	State	Frank M. Howe.....
68	Vermont Reform School	Vergennes, Vt.	State	William G. Fairbank ..
69	Wisconsin Industrial School for Girls.	Milwaukee, Wis.	State and private.	Mary E. Rockwell Cobb.
70	Wisconsin Industrial School for Boys.	Waukesha, Wis.	State	William H. Sleep
71	Reform School	Washington, D. C. ...	United States ..	S. C. Mullin

* From Report of the Commissioner of Education for 1899.

schools for 1881, &c.—Continued.

Date of establishment	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1849	29	26	8-16	Vagrancy, disorderly conduct, &c..	Placed in homes and given supervision and care, or returned to friends, who are required to show that they are proper persons to have the care and training of the child.
.....	10	2	4-16	.....	Returned to friends or sent to service.
1863	48	36	7-16	Transferred by commissioners of public charity and correction of New York City.	Visited and cared for by an agent until their majority, or returned to parents or guardians.
1850	(a26)		Under 16	Homelessness, vagrancy, &c.....	Required to report monthly when released upon parole.
1871	(6)				
1869	1	27	9-15	Committed by probate court for incorrigibility and crime.	Provided homes in good families.
1856	32	21	10-16	Must have committed crime and must be sent by court.	Leave of absence for four months granted, which must be renewed or boy is returned.
1875	6	7	10-16	.....	Correspondence held; assistance and encouragement given.
(b)	29	13	7-21	Discretionary with board of managers.	Homes are provided for the homeless.
1828	12	17	7-16	Must be mentally and physically sound.	On probation for six months; afterwards under supervision of visiting agent.
1850	6	8	10-21	.....	Placed in good homes or returned to friends.
1865	7	8	Boys under 16; girls under 15.	.....	Cared for by superintendent by correspondence, &c.
1875	1	12	Under 16	Vagrancy, danger of vice, and leading a depraved life.	They are visited and corresponded with.
1860	38	16	10-16	None.....	
1869	.....	.....	7-16	Incorrigibility and law breaking..	None.

a Employees only; officers and teachers not reported.

b Chartered in 1850 as "House of Refuge;" in 1872 named changed by act of legislature to Pennsylvania Reform School.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
			Sex.		Race.		Nativity.		Both parents dead.
			Male.	Female.	White.	Colored.	Native.	Foreign.	
1	11	12	13	14	15	16	17	18	19
1 City and County Industrial School....	190	42	119	65	a186	a64	a161	a29	a4
2 Colorado State Industrial School.....	46		a45	c1					
3 State Reform School*	148	109	307						
4 Connecticut Industrial School for Girls	61	47		174	154	20	167	7	19
5 Chicago Industrial and Reform School*.			145						
6 House of the Good Shepherd*			0	260					
7 Illinois State Reform School*	99	69	198	0	179	19	173	25	
8 Illinois Industrial School for Girls* ..	42	28		41	41	0	a33	7	
9 House of the Good Shepherd*			0	28					
10 Indiana Reformatory Institution for	52	57		148	141	7	140	8	52
Women and Girls.									
11 Indiana House of Refuge	157	167	356		300	56	350	6	106
12 Iowa Reform School	50	80	205						
13 Girls' Department of the Iowa Reform				65	240	30	180	90	28
School.									
14 State Reform School.....	f49	1	f49		81	18			
15 House of Refuge.....	62	53	226	41	178	89	264	3	2
16 Boys' House of Refuge			g102		g43	g59	g101	g1	
17 Maine State Reform School	84	41	113		110	3			
18 House of Refuge	h77	16	240		240		a473	a43	a9
19 House of the Good Shepherd.....	159	98		200	200		194	6	121
20 House of Reformation and Instruction	84	115	203			203	203		8
for Colored Children.									
21 Female House of Refuge*	26	36		58	58		53	5	18
22 House of Reformation*	51	105	112	22					
23 Marcella Street Home	103	76	245	0	239	6	240	5	56
24 Penitent Females' Refuge	15	11		19	19		17	2	0
25 Truant School*	98	121	k148						
26 Truant School*	23		25	2					
27 Truant School*	5		7						
28 State Industrial School for Girls.....	29	h60		55	52	3	14	41	2
29 Lawrence Industrial School	16	13	32		32		31	1	1
30 House of Reformation for Juvenile	64	64	102	4	106	0	91	15	0
Offenders.*									
31 Truant School	16		18		18				
32 Plummer Farm School	16	13	30		29	1	30	6	3
33 Hampden County Truant School	11	17	37	2	39	0	m4	m25	3
34 State Reform School	71	113	n179		a66	a5	a56	a15	9
35 Worcester Truant School	12	7	8		8		8		0
36 Reform School for Girls	36			36	33	3	32	4	10
37 Michigan State House of Correction	889	845	a888	a1	a850	a39	a600	a289	a390
and Reformatory.									
38 State Reform School	158	165	300	0	27	282	a120	a38	8
39 Minnesota State Reform School*	43	40	109	10	o106	o3	o100	o9	7
40 House of Refuge	167	134	167	72	207	52			
41 State Industrial School	30	35	100	15	115	0	m38	m75	11
42 St. Francis Catholic Protectory			50						
43 New Jersey State Reform School* ..	104	138	258		220	38			
44 State Industrial School for Girls	9	p25		25	19	6	20	5	3

* From Report of the Commissioner of Education for 1880.

a Of those committed during the year.

b Two are Chinese.

c Number of inmates during six months ending December, 1881.

d Of those committed during two years.

e Also 1 unknown.

f Number received from opening in June, 1881, to December of the same year.

g These figures are for the year 1880.

h Three of these received as boarders.

i Also instrumental.

schools for 1881, &c.—Continued.

the studies taught.

Present inmates.							Studies.												
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.
	Native parentage.	Foreign-born parentage.																	
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
120	10	50	54	60	18	119	x	x		x		x	x	x				x	x
					40	57	x	x				x	x	x				x	x
	(d39)		d140	d66			x	x	x	x		x	x	x				x	x
							x	x	x	x		x	x	x				x	x
							x	x	x	x		x	x	x				x	x
160	8	11	26		156	100	x	x				x	x	x	x			x	x
							x	x				x	x	x				x	x
	a11		a19	a32	11	19	x	x				x		x					
			14	16	8	14	x	x		x		x	x	x					
			a17	a43			x	x				x	x	x				x	
			50	40	35	30	x	x				x	x	x				x	
	(a47)		35	2			x	x				x	x	x					
							x	x				x	x	x					
0	25	2	13	205	27	40	x	x				x	x	x			x	x	
				19	0	0	x	x				x	x	x				x	
							x	x				x	x	x				x	
		3	17	35	17	15	x	x				x	x	x					
	0		0	32	0	0	x	x				x	x	x					
			a4	a60		4	x	x				x	x	x					
2	0	3	6	21	3	6	x	x				x		x					
	0				5	5	x	x				x	x	x					
	a4	0	a10	a57	4	10	x	x				x	x	x					
	0	0	0	8	0	0	x	x				x	x	x					
24	4	11	8	13	15	23	x	x		x		x	x	x			x		
	a74	a42	a74	a699	a85	a28	x	x	x			x	x	x					
							x	x				x	x	x					
	a54	a104					x	x				x	x	x					
	10	5	31		15	31	x	x				x	x	x					
25		a3	a8	a19	a3	a8	x	x	x			x	x	x				x	
							x	x				x	x	x					
			a4	a5	4	3	x	x				x	x	x	x				

j This number May 1, 1880, which decreased before the close of the year to 42, owing to a decision of the court that certain children could not be held there.

k Also civil government.

l Placed at service on probation.

m Nativity of 2 not reported.

n Average number during the year.

o Race and nativity not reported in all cases.

p 15 of these indentured.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

		Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
					Sex.		Race.		Nativity.		Both parents dead.
					Male.	Female.	White.	Colored.	Native.	Foreign.	
	1	11	12	13	14	15	16	17	18	19	
45	Newark City Home.....	83	a64	134	20						
46	House of Shelter*	33		2	20	22		21	1	11	
47	Catholic Protectory for Boys*			134							
48	Catholic Protectory for Girls.....	4	17		14	14		14		3	
49	New York State Reformatory.....	255	275	500		492	8	200	300		
50	Juvenile House of Industry of Brook- lyn.*	150	145	71	0	70	1	70	1	2	
51	Association for Befriending Children and Young Girls.*										
52	House of the Good Shepherd.....	170	210		441						
53	New York House of Refuge.....	775	683	694	117	749	62				
54	New York Juvenile Asylum.....			711	172	861	22	809	74	31	
55	New York Magdalen Benevolent So- ciety.*	166	149		58	58	5				
56	Western House of Refuge*.....	338	338	465	127	558	34	c284	c54	c87	
57	Protectorate and Reformatory for Destitute Children.*			35	0	35	0				
58	New York Catholic Protectory.....	871	820	1,346	667	2,010	3				
59	Cincinnati House of Refuge.....	247	200	193	73						
60	Protectory for Boys*			200							
61	House of Refuge and Correction.....	39	60	137	27						
62	Girls' Industrial Home.....	68	57		261	240	21			75	
63	State Reform School for Boys.....	163	164	538		473	65			17	
64	House of Refuge and Correction*	70	75	177		170	7	d147	d23	38	
65	Pennsylvania Reform School.....	163	185	252	55	253	53	e286	e7	26	
66	House of Refuge*.....	333	380	376	123	328	171	475	34	32	
67	Providence Reform School.....	158	145	168	21	173	14	143	46	13	
68	Vermont Reform School.....	20		83	19	101	1	102	0	6	
69	Wisconsin Industrial School for Girls.	79	55	25	106	128	3	128	3		
70	Wisconsin Industrial School for Boys.	90	139	430	0	425	5	380	50	43	
71	Reform School.....			138							

* From Report of the Commissioner of Education for 1890.

a Paroled.

b Also political economy and commercial law.

c Of those committed during the year.

the studies taught.

d Nativity of 7 not reported.
e Also 14 unknown.
f Of those over 5 years of age.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

		Industries.												
Name.		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1		40	41	42	43	44	45	46	47	48	49	50	51	52
1	City and County Industrial School									x		x	x	
2	Colorado State Industrial School	x					x					x	x	
3	State Reform School*					x				x		x		
4	Connecticut Industrial School for Girls						x		x				x	(d)
5	Chicago Industrial and Reform School*					x	x						x	
6	House of the Good Shepherd*								x			x	x	x
7	Illinois State Reform School*	x				x				x			x	
8	Illinois Industrial School for Girls*	x											x	x
9	House of the Good Shepherd*												x	x
10	Indiana Reformatory Institution for Women and Girls					x							x	x
11	Indiana House of Refuge	x						x		x		x		
12	Iowa Reform School			x			(k)			x		x		
13	Girls' Department of the Iowa Reform School	x							x				x	x
14	State Reform School													
15	House of Refuge					l x				x		x	x	
16	Boys' House of Refuge			x	x									
17	Maine State Reform School							x						
18	House of Refuge	x					m x			x		x	x	
19	House of the Good Shepherd								x					
20	House of Reformation and Instruction for Colored Children	x								x			x	
21	Female House of Refuge*	x											x	
22	House of Reformation*													
23	Marcella Street Home													
24	Penitent Females' Refuge												x	x
25	Truant School*													
26	Truant School*													
27	Truant School*													
28	State Industrial School for Girls								x				x	
29	Lawrence Industrial School													
30	House of Reformation for Juvenile Offenders*					x				x		x		
31	Truant School													
32	Plummer Farm School						x					x	x	
33	Hampden County Truant School													
34	State Reform School						x			x		x	x	
35	Worcester Truant School													
36	Reform School for Girls								x			x	x	x
37	Michigan State House of Correction and Reformatory						q x							
38	State Reform School					x				x				
39	Minnesota State Reform School*	x					r x					x	x	
40	House of Refuge	x						x	x					
41	State Industrial School					x				x		x		
42	St. Francis Catholic Protectory													
43	New Jersey State Reform School*									s x				
44	State Industrial School for Girls	x							x				x	
45	Newark City Home	x			x				x	x			x	
46	House of Shelter*								x				x	
47	Catholic Protectory for Boys*			x				x						
48	Catholic Protectory for Girls													
49	New York State Reformatory			t x						x			x	
50	Juvenile House of Industry of Brooklyn*													
51	Association for Befriending Children and Young Girls*	x											x	
52	House of the Good Shepherd													

* From Report of the Commissioner of Education for 1880.

a Number up to close of year 1879.

b In 1879.

c This for the boys; \$180 average annual cost for each inmate of the Magdalen Asylum.

d Crocheting and fancy worsted work taught.

e Number up to close of year 1878.

f In 1878.

g Total income.

h These statistics are for two years ending September 30, 1880.

i Includes expenditure for building.

j Exclusive of products of farm.

k Engineering taught.

l Also basket making.

schools for 1881, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.				Number of volumes.	Increase in the last school year.				
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
x				x	x	x	x	x	3,121		46		277 44		\$44,900		1
x				x	x	x	x	x	3,076	85	1,500	20					2
x		x		x		x		x	524	67	1,400	100	156 00	\$20 00	47,013	\$3,500	3
x				x		x		x	1,700		200						4
x				x		x			952		1,000	340	184 23	20 27	18,000	18,000	5
x				x	x	x			103	75	478		175 00		184,072	3,851	6
x				x					558						2,991	1,855	7
x				x					389	82	300	100	112 63		21,500	2,100	8
						x		x	1,708	94	300	15	120 00		45,000	4,500	9
				x		x		x	801	75	650	40	108 00		32,000		10
									144								11
																	12
						x			1,412		600	100	78 67	23 48	29,063	6,271	13
						x		x	1,687		1,600		129 00		14,000	5,400	14
				x	x	x	x	x	3,080	67	1,000		125 00	50 00	54,383	16,442	15
				x				x	1,053		100				15,000	13,112	16
									697						20,000	1,200	17
				x					268	75	300	50	87 00		5,473		18
			x						977		700		106 13		18,243		19
				x					2,000		400	400	120 00	0	26,185	0	20
											400				4,000	300	21
													106 13		16,418		22
															3,230		23
															1,500		24
				x					1,112	60	1,700	70		30 00	15,290	1,968	25
									122		700	100	250 00	54 15	5,830	1,783	26
									1,425	25	554	0	100 00	43 00	3,900	1,677	27
															1,500		28
									153	75	764	18	215 70	80 62	6,255	2,338	29
									39								30
									5,577	90	1,500	50	218 58		39,345	4,000	31
									275		200				2,000		32
									36		75	75					33
	x			x		x			2,857		1,200	150	137 89	76 59	54,064	28,493	34
																	35
				x				x	2,470		2,000		115 00		50,162		36
									480	90	900	30			37,679		37
						x		x	4,478		500				338,883	87,476	38
						x			1,087	75	380	100	200 00	50 00	17,000	5,000	39
																	40
				x	x			x	1,051	70	650		78 97	44 42	20,729	11,662	41
				x	x				169	75	210	0			6,200	981	42
				x	x			x	255		6200		95 04		18,181	11,460	43
									583		425	25	57 25	24 28	2,888	678	44
				(w)													45
									81								46
									1,238	84	1,000	100	180 00	120 00	90,000	60,000	47
									3,020		300	120		0	12,009	0	48
				x					3,500								49
																	50
																	51
																	52

w Also basket making, gas making, engineering, and painting and glazing.

x Cash paid to treasurer by superintendent.

o Exclusive of buildings and repairs.

p Receipts from printing.

q Also manufacture of toy furniture, tubs and pails, and cigars.

r Also cabinet-making, painting, manufacture of toys and tin ware.

s Also brick making.

t Value of farm products.

u Type setting and electrotyping are taught.

v Also foundry work and manufacture of hollow ware.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Industries.											
	Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.
1	40	41	42	43	44	45	46	47	48	49	50	51
53 New York House of Refuge								x			x	x
54 New York Juvenile Asylum												
55 New York Magdalen Benevolent Society.*	x											x
56 Western House of Refuge*	x				x			x	x		x	x
57 Protectorate and Reformatory for Destitute Children.*									x		x	x
58 New York Catholic Protectory		x			x	x			x		x	x
59 Cincinnati House of Refuge	x					x					x	x
60 Protectory for Boys*												
61 House of Refuge and Correction				x								
62 Girls' Industrial Home											x	x
63 State Reform School for Boys	x	x		x		x			x		x	x
64 House of Refuge and Correction*				x					x		x	x
65 Pennsylvania Reform School	x								x		x	x
66 House of Refuge*				x	x							
67 Providence Reform School							x	x			x	x
68 Vermont Reform School					x				x			x
69 Wisconsin Industrial School for Girls											x	x
70 Wisconsin Industrial School for Boys	x				x				x		x	x
71 Reform School					x		x		x		x	

* From Report of the Commissioner of Education for 1880.

a Income from all sources.

b Also glove making.

c In 1879.

d A large proportion of this is for permanent improvement and repairs.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Girls' House of Refuge	New Orleans, La.	No information received.
St. Alphonsus' House of Mercy	New Orleans, La.	No information received.
Detroit House of Correction	Detroit, Mich.	A penal and reformatory institution for adults.

schools for 1881, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtnaking.	Shoemaking.	Shoe mending.	Tailoring.				Number of volumes.	Increase in the last school year.				
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
.....	x	.....	x	20,624	78	3,924	.....	\$157 61	\$51 30	\$137,435	\$39,555	53
x	x	.....	.....	.....	.....	22,187	.....	800	50	102 68	87 29	142,841	5,955	54
.....	350	10	.....	.....	.....	2,161	55
x	x	.....	x	.....	x	5,682	75	1,150	110	140 92	33 39	85,721	20,231	56
.....	500	0	.....	.....	8,154	23,287	57
x	x	b x	.....	x	.....	x	16,000	90	.....	.....	128 32	17 98	308,385	35,376	58
x	x	x	.....	x	.....	x	4,588	.....	c2,000	.....	.....	.....	447,000	.....	59
.....	1,089	.....	c275	.....	100 68	.....	12,410	.....	60
x	x	.....	.....	.....	.....	699	70	250	.....	85 05	.....	32,000	.....	61
.....	x	.....	.....	3,588	75	2,099	165	117 10	.....	70,272	7,000	62
.....	605	80	250	250	130 00	.....	20,925	.....	63
x	x	.....	f x	3,601	80	823	90	110 82	.....	84,023	2,837	64
.....	x	.....	.....	13,600	87	30,000	.....	153 60	33 30	76,699	16,620	65
.....	x	.....	x	.....	.....	3,125	.....	1,300	146	.....	.....	32,943	11,853	66
x	x	.....	.....	.....	.....	631	75	400	50	.....	.....	18,338	4,304	67
x	g x	.....	.....	.....	.....	.....	304	75	300	100	105 86	5 00	12,386	700	68
x	x	x	x	x	x	1,891	.....	675	.....	120 00	.....	37,400	.....	69
.....	713	.....	.....	.....	.....	.....	A37,922	A954	70
.....	71

e Also manufacture of stockings.

f Also saddlery and harness making, carpet weaving, and painting.

g Also many kinds of fancy work.

A In 1880.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Sheltering Arms.....	Wilkesburgh, Pa.	Removed to Allegheny.
Woman's Mission Home.....	Nashville, Tenn.	No information received.
Galveston Reformatory.....	Galveston, Tex.	No information received.

TABLE XXII.—Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for 1881; from replies to inquiries by the United States Bureau of Education.

PART 1.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1	Catholic Male Orphan Asylum	Mobile, Ala. (Lafayette st.).	1847	1847	Brother Paulinus	R. C.	9	0	820
2	Church Home for Orphan Boys	Mobile, Ala.	1879	1879	Sister Harriet, C. D.	P. E.	3	3	25
3	Church Home for Orphan Girls	Mobile, Ala.	1884	1884	Sister Harriet, C. D.	P. E.	6	6	128
4	Protestant Orphan Asylum	Mobile, Ala.	1839	1839	Mrs. Laura Rugles, matron.	Non-sect.	0	5	4325
5	Orphans' Home of the Synod of Alabama	Tuskegee, Ala.	1885	1887	Rev. G. R. Foster	Presb.	1	3	66
6	Los Angeles Orphan Asylum	Los Angeles, Cal.	1860	1866	Sister Scholastica Logsdon	R. C.	1	2	6780
7	Los Angeles Orphans' Home	Los Angeles, Cal.	1860	1860	Miss M. E. McLehman, financial sec'y.	Non-sect.	2	4	180
8	Sacramento Protestant Orphan Asylum	Sacramento, Cal.	1867	1867	Rev. O. H. Hobby, secretary.	Non-sect.	1	1	8,315
9	Methodist Chinese Mission	San Francisco, Cal. (916 Washington street).	1871	1871	Rev. Otis Gibson	M. E.	1	1	250
10	San Francisco Protestant Orphan Asylum	San Francisco, Cal.	1858	1853	Sister Stanislaus	R. C.	19	19	2,200
11	San Francisco Roman Catholic Female Orphan Asylum.	San Francisco, Cal.	1869	1869	Rev. A. W. Loomis, D. D.	Non-sect.	0	3	1,800
12	Women's Union Mission to Chinese Women and Children.	San Francisco, Cal.	1875	1875	Sister Carmen Argalaga, superioress.	R. C.	2	10	536
13	Female Orphan Asylum	San Juan, Cal.	1869	1870	Sister Rose Genevieve	R. C.	9	0	134
14	Holy Cross School	San Juan, Cal.	1869	1869	N. Smith, teacher.	Non-sect.	0	0	55
15	Good Templars' Home for Orphans	Vallejo, Cal.	1868	1868	Rev. Francis Codina	R. C.	2	2	61,500
16	Pedro Valle Orphan Asylum	Watsonville, Cal.	1868	1868	Miss Lydia R. Ward, president	Non-sect.	0	0	671
17	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn.	1833	1833	Rev. Thomas S. Potwin	Non-sect.	0	0	634
18	Hartford Orphan Asylum	Hartford, Conn.	1877	1877	Mrs. Martha C. Todd Hill, president.	Non-sect.	0	0	676
19	Middlesex County Orphans' Home	Middletown, Conn.	1867	1867	Miss Elizabeth W. Davenport, pres't.	Non-sect.	1	19	0
20	Home for the Friendless	New Haven, Conn.	1833	1833	Mrs. Laura A. Kingsley, matron.	Non-sect.	0	0	0
21	New Haven Orphan Asylum	New Haven, Conn.	1864	1864	Sister Mary Felicie	R. C.	0	0	0
22	St. Francis Orphan Asylum	New Haven, Conn.	1864	1864	Mrs. Isaac Cronch, matron.	Non-sect.	0	0	0
23	Almon for Friendless and Destitute Children	Wilmington, Del.	1862	1862	Mrs. A. J. McKim	Non-sect.	0	0	0
24	St. Mary's Orphan Asylum	Annapolis, Md.	1861	1861	Miss Mary Foster	R. C.	1	1	0

No.	Name	Address	Year	Age	Sex	Religion	Notes
26	Orphan's Home, North Georgia Conference	Decatur, Ga.	1871	1	M. E.		
27	Orphan's Home, South Georgia Conference	Macon, Ga.	1870	0	P. E.		
28	Orphan's Home, South Georgia Conference	Macon, Ga.	1872	2	M. E. So.		
29	Episcopal Orphan's Home	Savannah, Ga.	1842	1	P. E.		
30	Episcopal Orphan's Home	Savannah, Ga.	1843	5	Non-sect.		
31	Union Society, Bethesda Orphan Asylum*	Addison, Ill.	1873	7	Ev. Luth.		
32	German Evangelical Lutheran Orphan Asylum*	Bellefonte, Ill.	1879	60	R. C.		
33	St. Agnes Orphan Asylum	Chicago, Ill.	1849	17	Non-sect.		
34	Chicago Protestant Orphan Asylum	Chicago, Ill.	1849	17	Non-sect.		
35	St. Joseph's Orphan Asylum	Chicago, Ill.	1849	14	R. C.		
36	Ulrich Orphan Asylum*	Chicago, Ill.	1869	2	Ev. Luth.		
37	German Catholic Orphan Asylum*	Havelsdorf, Ill.	1872	13	R. C.		
38	Hilola Soldiers' Orphan's Home	Normal, Ill.	1865	24	Non-sect.		
39	Home for the Friendless	Peoria, Ill. (cor. Main street and Flora avenue).	1876	2	Non-sect.		
40	St. Alcyons Orphan Asylum	Quincy, Ill.	1852	5	R. C.		
41	Woodland Home for Orphans and Friendless*	Quincy, Ill.	1855	5	Non-sect.		
42	Evangelical Orphan Asylum	Evansville, Ind.	1866	550	Non-sect.		
43	Asylum for Friendless Colored Children	Indianapolis, Ind.	1871	0	Friends		
44	Indianapolis Orphan's Asylum	Indianapolis, Ind.	1851	12	Non-sect.		
45	Jeffersonville Orphan Asylum	Jeffersonville, Ind.	1876	2	Non-sect.		
46	Indiana Soldiers' Orphan's Home*	Knights town, Ind.	1867	15	Non-sect.		
47	St. Joseph's Orphan Asylum	La Fayette, Ind.	1877	10	R. C.		
48	St. Joseph's Orphan Asylum and Manual Labor School	Rensselaer, Ind.	1865	7	R. C.		
49	Home of the Friendless	Richmond, Ind.	1869	1	Non-sect.		
50	Wesley Orphan's Home	Richmond, Ind.	1878	1	Ev. Luth.		
51	Rush County Children's Home	Rushville, Ind.	1879	1	Non-sect.		
52	Henry County Children's Home	Speedland, Ind.	1880	55	Non-sect.		
53	St. Ann's Female Orphan Asylum	Terre Haute, Ind.	1846	15	R. C.		
54	Hamilton County Children's Home	Westfield, Ind.	1881	942	Non-sect.		
55	German and English Asylum for Orphans and Destitute Children	Andrew, Iowa.	1863	3	Ev. Luth.		
56	Soldiers' Orphan's Home and Home for Indigent Children	Davenport, Iowa	1863	18	Non-sect.		
57	Home for the Friendless*	Leavenworth, Kans.	1869	4	Non-sect.		
58	St. Thomas Orphan Asylum	Bardonia, Ky.	1850	2	R. C.		
59	Covington Protestant Children's Home	Covington, Ky.	1880	5	Baptist		
60	Baptist Orphan's Home	Louisville, Ky. (First st. cor. of St. Catherine).	1870	0	Baptist		
61	German Baptist Orphan Home	Louisville, Ky. (New Broad. way).	1872	1	Baptist		
62	German Protestant Orphan Asylum	Louisville, Ky. (1912 West Jefferson street).	1862	3	Non-sect.		
63	Masonic Widows' and Orphans' Home*	Louisville, Ky.	1867	7	Non-sect.		
64	Orphanage of the Good Shepherd*	Louisville, Ky.	1869	1	P. E.		
65	St. Joseph's German Orphan Asylum	Louisville, Ky.	1860	3	R. C.		
66	Kentucky Female Orphan School	Midway, Ky.	1847	1	Christian		
67	Cleveland Friends' Institution	Versailles, Ky.	1870	5	Non-sect.		

*From Report of the Commissioner of Education for 1880.

Up to close of year 1879.

***b* Up to close of year 1878.**

Not yet opened.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
Orphans' Home Society a	La Têche, La. (Baldwin post office).	1867	1867	W. D. Godman, corresponding secretary.	Non-sect.			
Asylum for Destitute Orphan Boys*	New Orleans, La.	1824	1824	George Burns	Jewish	3	5	1,440
Jewish Widows' and Orphans' Home	New Orleans, La.	1855	1855	N. J. Bunsel	R. C.	2	2	1,509
Louisiana Asylum	New Orleans, La. (cor. of Tonti and Hospital sts.)			Mother Theresa			6	
Louisiana Freedman's Baptist Orphans' Home.	New Orleans, La. (Seventh district).	1880	1880	Rev. Thomas Peterson	Baptist	1	1	22
Mt. Carmel Female Orphan Asylum*	New Orleans, La. (63 Piety street).	1867	1869	Sister Justine, superioress	R. C.		10	51,300
Orphanage	New Orleans, La. (40 Liberty street).	0	1881	Lena Saunders	Non-sect.			23
The Protestant Orphans' Home.	New Orleans, La. (Seventh street).	1863	1863	Mrs. M. L. Middlemiss, secretary	Non-sect.		10	63,510
Children's Home.	Bangor, Me.	1868	1869	Mrs. Mary L. Patton, secretary	Non-sect.		6	390
Asylum of Our Lady of Lourdes	Lewiston, Me.	1878	1878	Sister Côté, directrice	R. C.		4	1,200
Female Orphan Asylum of Portland	Portland, Me.	1823	1823	Miss L. B. Johnson, matron	Non-sect.		4	240
Boys' Home.	Baltimore, Md. (n. w. cor. Calvert and Pleasant sts.).	1867	1866	John H. Lynch	Non-sect.	3		1,143
General German Orphan Asylum*	Baltimore, Md.	1860	1860	L. B. Schaefer	Non-sect.	1	2	120
Hebrew Orphan Asylum of Baltimore*	Baltimore, Md. (Calverton Heights).	1873	1873	Jonas Gabriel	Hebrew	3	7	84
Home of the Friendless	Baltimore, Md. (cor. Townsend street and Druid Hill avenue).	1864	1864		Non-sect.			51,686
Orphan Asylum for Colored Girls.	Baltimore, Md. (Chase street and Forest Place).			Sisters of Providence	R. O.			
St. James' Home for Boys	Baltimore, Md. (cor. High and Low streets).		1878	Brother Hubert	R. O.	4		223
St. Mary's Female Orphanas School	Baltimore, Md. (76 Franklin street).	1817	1818	Sister Gertrude	R. O.		13	

Baltimore Manual Labor School for Indigent Boys. Home for Friendless Children of the Diocese of Easton.	Catonsville, Md Easton, Md.	1840 1870	1840 1871	E. A. Welch D. C. Dawson, corresponding secre- tary.	Non-sect. P. E.	1 2	1, 013 31
Baldwin Place Home for Little Wanderers. Boston Female Asylum. Children's Friend Society.	Boston, Mass. Boston, Mass. Boston, Mass. (45 Rutland street).	1845 1803 1834	1845 1800 1834	Rev. H. G. Toles Mrs. Mary A. Holloway Mrs. M. H. Brewster.	Non-sect. Non-sect. Non-sect.	10 12 9	5, 073 51, 000 51, 642
Children's Mission to the Children of the Desti- tute in the City of Boston.* Church Home for Orphan and Destitute Children.	Boston, Mass. (277 Tremont, near Hollis street). Boston, Mass. (cor. N and Fourth streets).	1864 1858	1849 1855	William Crosby Sarah A. C. Bond, secretary of board of trustees.	Non-sect. P. E.	8 2	ca, 000 574
House of the Angel Guardian*	Boston, Mass. (85 Vernon st., Highlands).	1853	1851	Joseph F. DePorter.	R. C.	0	4, 210
Dr. Martin Luther Orphans' Home*	Boston, Mass. (West Rox- bury).	1871	1871	Adolf Brauer.	Ev. Luth.	2	60
St. Vincent's Orphan Asylum	Boston, Mass. (Camden st.).	1843	1835	Sister M. Vincent, s. s.	R. C.	13	3, 516
Haverhill Children's Aid Society*	Haverhill, Mass.	1866	1865	Mrs. R. H. Seeley, president.	R. C.	2	135
Protectory of Mary Immaculate.	Lawrence, Mass.	1875	1868	Sister Painchaud, superior	R. C.	1	586
New Bedford Orphans' Home	New Bedford, Mass.	1843	1840	Miss Celia Brett.	Non-sect.	7	300
Newton Home for Orphan and Destitute Girls	Newton, Mass.	1855	1872	Mrs. R. E. Pomroy	Baptist	3	46
Massachusetts State Primary School	Palmer, Mass.	1868	1855	Gardner Tufts.	Non-sect.	22	24, 368
City Orphan Asylum.	Salem, Mass.	1868	1866	Sister M. A. Mougton	R. C.	10	750
Seamen's Orphan and Children's Friend Society*	Salem, Mass.	1841	1839	Miss Margaret H. Barrows.	Non-sect.	5	6460
Orphans' Home.	Springfield, Mass.	1866	1866	Miss M. E. Kimball, matron.	Non-sect.	2	2, 554
Children's Home (Children's Friend Society)	Worcester, Mass.	1849	1849	Miss Thompson White, matron.	Non-sect.	5	811
State Public School.	Coldwater, Mich.	1871	1874	Lyman P. Alden.	Non-sect.	33	1, 081
Asylum of St. Casimir for Polish Children	Detroit, Mich.	1862	1863	Mrs. W. H. Stevens, cor. secretary.	Protestant	8	64, 750
Home for the Friendless	Detroit, Mich.	1836	1837	Mrs. R. H. Fyfe, secretary	Non-sect.	...	el, 000
Ladies' Protestant Orphan Asylum*	Detroit, Mich.	1878	1867	Brother Massena, O. S. F.	R. C.	14	1, 200
St. Anthony's Male Orphan Asylum.	Detroit, Mich.	1871	1851	Sister Mary Stella	R. C.	18	1, 092
St. Vincent's Female Orphan Asylum*	Detroit, Mich.	1868	1868	...	R. C.	...	...
St. Vincent's Male Orphan Asylum*	Detroit, Mich.	1868	1868	...	R. C.	...	...
Home for the Friendless.	East Saginaw, Mich.	1870	1870	Miss Emilee Doughty, president	Non-sect.	6	1, 266
Children's Home.	Kalamazoo, Mich.	0	1879	Mrs. Jane A. Dewing	Non-sect.	2	60
St. Joseph's Orphan Asylum	Monroe, Mich.	1855	1879	Sisters of St. Joseph	R. C.	6	...
St. Mary's Orphan Asylum.	St. Paul, Minn.	1865	1865	Sister M. Justina, superior	R. C.	3	6200
St. Paul Protestant Orphan Asylum.	Natchez, Miss	1858	1858	Mrs. C. W. Griggs, secretary	Non-sect.	3	499
D'Everett Hall*	Natchez, Miss	1854	1847	Brother Goutan	R. C.	7	280
St. Mary's Orphan Asylum*	Kansas, Mo.	1872	1848	Sister Tallman	R. C.	1	468
Catholic Protectorate of St. Louis*	Kansas City, Mo.	1872	1872	Brother Terrellian	R. C.	5	6223
St. Joseph's Roman Catholic Orphan Asylum.	Kansas City, Mo. (McGee P. O.).	1880	1880	Sisters of St. Joseph	R. C.	5	109
Home of the Friendless*.	St. Joseph, Mo.	1874	1874	Mrs. John A. Dolman	Protestant	700	700
Episcopal Orphans' Home*	St. Louis, Mo.	1842	1842	C. V. Burchard	P. E.	7	800
German St. Vincent's Orphan Asylum*	St. Louis, Mo. (West 20th street, bet. O'Fallon and Case avenues).	1851	1850	Mother Angela	R. C.	17	762

* From Report of the Commissioner of Education for 1880.

TABLE XXII. — PART 1. — Statistics of homes and asylums for orphan or dependent children for 1881 — Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
125 House of the Good Shepherd (Class of Preservation).	St. Louis, Mo. (17th street, bet. Chestnut and Pine).	1889	1849	Mother Mary of the Sacred Heart.	R. C.	.....	12	1,236
126 St. Bridget's Half-Orphan Asylum.	St. Louis, Mo. (2849 Lucas Avenue).	1880	1882	Mother Seraphine.	R. C.	.....	*12	*650
127 St. Joseph's Convent of Mercy.	St. Louis, Mo. (23d and Morgan streets).	1857	1856	Mother Mary di Paoli.	R. C.	.....	35	.....
128 St. Joseph's Male Orphan Asylum.	St. Louis, Mo. (15th street and Clark avenue).	1841	1849	Sister M. Francis.	R. C.	.....	4	.....
129 Central Wesleyan Orphan Asylum.	Warrenton, Mo.	1865	1864	Christian F. Schlinger.	Gr. M. E.	1	3	157
130 St. Louis Protestant Orphan Asylum.	Webster Groves, Mo.	1841	1834	Mrs. Geo. Pogram.	Non-sect.	1	8	.....
131 State Orphans' Home.	Carson City, Nev.	1869	1870	John H. Mills.	Non-sect.	1	5	297
132 Orphans' Home.	Concord, N. H.	1874	1866	Miss Sarah L. E. Carter.	P. E.	1	4	80
133 New Hampshire Orphans' Home.	Franklin, N. H.	1871	1871	Mrs. A. R. Mack.	Non-sect.	1	3	249
134 Children's Home.	Portsmouth, N. H.	1870	1877	Rev. Charles A. Holbrook.	P. E.	1	3	47
135 Camden Home for Friendless Children.	Camden, N. J.	1869	1869	Mrs. M. J. Eastwood, matron.	Non-sect.	.....	4	6160
136 West Jersey Orphanage for Destitute Colored Children.	Camden, N. J. (at e. corner 6th and Mechanic streets).	1874	1875	Jane Price, matron.	Non-sect.	.....	2	51
137 Children's Friend Society.	Jersey City, N. J.	1883	1883	Sarah B. Winchester, matron.	Non-sect.	0	4	278
138 Union Association of the Children's Home of Burlington County.	Mount Holly, N. J.	1864	1864	Mrs. M. H. Keeler, president.	Non-sect.	0	4	253
139 Newark Orphan Asylum.	Newark, N. J.	1819	1848	Mrs. S. M. Van Vleet.	Non-sect.	.....	8	653
140 Orange Orphan Home.	Orange, N. J.	1867	1854	Miss Mary Hubbel.	Non-sect.	.....	3	144
141 Paterson Orphan Asylum Association.	Paterson, N. J.	1864	1863	Miss E. W. Rogers, secretary.	Non-sect.	1	3	288
142 St. Mary's Orphan Asylum.	Valhalla, N. J. (near South Orange).	.....	1859	Rev. C. W. Deane.	R. C.	.....	12	1,900
143 Albany Orphan Asylum.	Albany, N. Y. (cor. Washington ave. and Robin street).	1831	1880	Albert D. Fuller.	Non-sect.	*8	*5	2,895
144 Orphan's Home of St. Peter's Church.	Albany, N. Y.	1875	1864	Kate T. Hand, secretary.	P. E.	.....	11	.....
145 St. Vincent's Female Orphan Asylum.	Albany, N. Y. (100 Elm st.).	1845	1849	Sister G. Williams, matron.	R. C.	7	2	1,000
146 St. Vincent's Female Orphan Asylum.	Albany, N. Y.	1845	1849	Sister G. Williams, matron.	Non-sect.	.....	12	.....

150	Swetelanna Valley Home	Brooklyn, N. Y.	1869	A. H. La Monte	Non-sect.	2	10	649
151	Brooklyn Howard Colored Orphan Asylum ^a	Brooklyn, N. Y. (Troy ave)	1868	Vesta S. Hill, principal	Non-sect.	8	2	2,000
152	Brooklyn Union for Christian Work ^b	Brooklyn, N. Y.	1871	William A. Butler	Non-sect.	8	36	36
153	Convent of the Sisters of Mercy	Brooklyn, N. Y. (273 W. 11th st.)	1871	Sister M. Teresa, superior	R. C.	2	12	.....
154	Home for Destitute Children &c.	Brooklyn, N. Y. (Sterling Place, between Flatbush and Vanderbilt avenues)	1884	Gertrude L. Vanderbilt, secretary	Non-sect.	2	12	.....
155	Home of the Good Shepherd ^c	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.)	1888	Sister Mary of Loretto, superioress	R. C.	1	36	3,885
156	Orphan Asylum Society of the City of Brooklyn ^d	Brooklyn, N. Y. (Atlantic ave.)	1885	Mrs. J. B. Hutchinson, first directress	Non-sect.	1	29	3,856
157	Orphans' Home, Church of the Holy Trinity	Brooklyn, N. Y. (Atlantic ave.)	1882	Very Rev. Michael May	R. C.	8	8	144
158	Orphans' Home on the Church Charity Foundation of Long Island	Brooklyn, N. Y. (E. D. Graham street, between Montrose and Johnson)	1881	Sister Mary of Loretto, superioress	R. C.	2	2	424
159	St. John's Home	Brooklyn, N. Y. (Albany ave. and Herkimer st.)	1881	Mrs. J. B. Hutchinson, first directress	R. C.	1	10	.....
160	St. Joseph's Female Orphan Asylum	Brooklyn, N. Y. (Willoughby ave., between Yates and Lewis)	1884	Very Rev. Michael May	R. C.	0	8	1,409
161	St. Vincent's Home for Homeless and Destitute Boys	Brooklyn, N. Y. (7 Poplar street)	1889	Miss P. S. Van Nostrand, secretary	R. C.	2	.....	2,498
162	Asylum of Our Lady of Refuge	Brooklyn, N. Y.	1885	Mother Mary of St. Bernard	R. C.	6	5	418
163	Buffalo Orphan Asylum	Buffalo, N. Y.	1887	Mrs. M. M. Thomson, matron	Non-sect.	2	11	2,500
164	Church Charity Foundation	Buffalo, N. Y.	1888	Sister Louise, deaconess in charge	P. E.	5	8	374
165	Evangelical Lutheran St. John's Orphans' Home	Buffalo, N. Y.	1885	Rev. Christian Volz	R. C.	1	10	194
166	German Roman Catholic Orphan Asylum	Buffalo, N. Y. (Best street)	1874	Sister Mary Xavier, superior	R. C.	1	10	279
167	St. Vincent's Female Orphan Asylum	Buffalo, N. Y. (41 Broadway)	1884	Sister Dolores	Non-sect.	1	12	1,603
168	Ontario Orphan Asylum	Canandaigua, N. Y.	1885	Mrs. A. S. Belgier	R. C.	1	4	480
169	St. Mary's Orphan Asylum	Canandaigua, N. Y.	1885	Sister M. Everista	R. C.	6	.....	.....
170	St. Mary's Orphan Asylum	Clifton, N. Y. (Statens Island)	1870	Susan Fenimore Cooper	P. E.	4	4	257
171	Orphan House of the Holy Saviour	Cooperstown, N. Y.	1870	Sister M. Anastasia Domovun	R. C.	4	4	628
172	St. Malachy's Home	Dunkirk, N. Y.	1871	Mother Mary de Chantal	R. C.	17	17	920
173	Southern Tier Orphans' Home	East New York, N. Y.	1870	Mrs. R. H. Close	Non-sect.	4	4	.....
174	Hudson Orphan and Relief Association	Elmira, N. Y.	1870	L. G. Guernsey, sec. bd. trustees	Non-sect.	2	3	123
175	Home of the Friends	Hudson, N. Y.	1870	Rev. G. C. Hollis	Lutheran	2	3	123
176	Warburg Orphans' Farm School of the Evangelical Lutheran Church	Lockport, N. Y.	1870	Mrs. Hector Craig, first directress	Non-sect.	7	6	525
177	Home for the Friendless Colored Orphan Asylum	Lockport, N. Y.	1886	Orrville K. Hutchinson	Non-sect.	7	20	2,545
178	Hebrew Orphan Asylum	Newburgh, N. Y.	1882	Dr. Herman Bear	Hebrew	6	6	1,100
179	Home for the Friendless Colored Orphan Asylum	New York, N. Y. (143rd street and Tenth avenue)	1886	.....	.....	.....	.....	.....
180	Hebrew Orphan Asylum	New York, N. Y. (77th st. and Third avenue)	1882	.....	.....	.....	.....	.....

^a This Home was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.

^b In 1876.

^c From Report of the Commissioner of Education for 1880.

^d Up to close of year 1876.

^e The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.

^f Number of teachers only.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

1	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
125	House of the Good Shepherd (Class of Preservation).	St. Louis, Mo. (17th street, bet Chestnut and Pine).	1860	1849	Mother Mary of the Sacred Heart	R. C.	7	8	9
126	St. Bridget's Half-Orphan Asylum	St. Louis, Mo. (2849 Lucas avenue).	1860	1862	Mother Seraphine	R. C.	12	12	1,236
127	St. Joseph's Convent of Mercy*	St. Louis, Mo. (23d and Morgan streets).	1857	1856	Mother Mary di Pazzi	R. C.	35	12	650
128	St. Joseph's Male Orphan Asylum	St. Louis, Mo. (15th street and Clark avenue).	1841	1849	Sister M. Francis	R. C.	4	35	...
129	Central Wesleyan Orphan Asylum	Warrenton, Mo.	1865	1864	Christian F. Schlinger	Gr. M. E.	1	3	187
130	St. Louis Protestant Orphan Asylum	Webster Grove, Mo.	1841	1864	Mrs. Geo. Pegram	Non-sect.	1	8	...
131	State Orphans' Home	Carson City, Nev.	1869	1870	John H. Mills	Non-sect.	1	5	297
132	Orphans' Home	Concord, N. H.	1874	1866	Miss Sarah L. E. Carter	P. E.	1	4	80
133	New Hampshire Orphans' Home	Franklin, N. H.	1871	1871	Mrs. A. R. Mack	Non-sect.	1	3	249
134	Children's Home*	Portsmouth, N. H.	1879	1877	Rev. Charles A. Holbrook	P. E.	1	3	47
135	Children's Home for Friendless Children	Camden, N. J.	1869	1869	Mrs. M. J. Eastwood, matron	Non-sect.	...	2	2150
136	West Jersey Orphanage for Destitute Colored Children.	Camden, N. J. (n. e. corner 6th and Mechanic streets).	1874	1875	Jane Price, matron	Non-sect.	...	2	31
137	Children's Friend Society*	Jersey City, N. J.	1863	1863	Sarah B. Winchester, matron	Non-sect.	0	4	273
138	Union Association of the Children's Home of Burlington County	Mount Holly, N. J.	1864	1864	Mrs. M. H. Keeler, president.	Non-sect.	0	4	253
139	Newark Orphan Asylum	Newark, N. J.	1849	1848	Mrs. S. M. Van Vleet	Non-sect.	...	8	613
140	Orange Orphan Home*	Orange, N. J.	1867	1864	Miss Mary Hubbel	Non-sect.	...	3	144
141	Paterson Orphan Asylum Association	Paterson, N. J.	1863	1863	Miss E. W. Rogers, secretary	Non-sect.	1	3	288
142	St. Mary's Orphan Asylum*	Valleburg, N. J. (near South Orange).	1869	1869	Rev. G. W. Doane	R. C.	...	13	1,900
143	Albany Orphan Asylum	Albany, N. Y. (cor Washington ave. and Robinson street).	1881	1880	Albert D. Fuller	Non-sect.	93	95	2,865
144	Orphans' Home of St. Peter's Church.	Albany, N. Y.	1875	1864	Kate T. Rand, secretary	P. E.	...	1	...
145	St. Vincent's Female Orphan Asylum.	Albany, N. Y. (106 Elm st.)	1849	1849	Sister Gabriella, sister servant	R. C.	...	11	...
146	George Washington Orphan Asylum.	Albany, N. Y.	1849	1849	Brother A. Maphan	R. C.	7	3	1,366
147	Washington Female Orphan Asylum.	Albany, N. Y.	1853	1853	Mrs. Jane C. Rogers	Non-sect.	...	13	...

No.	Name	Year	Age	Sex	Religion	Occupation	Marital Status	Education	Other	Total
150	Shequama Valley Home	1870	1869	1870	1869	1870	1869	1870	1869	1870
151	Brooklyn Howard Colored Orphan Asylum*	1868	1868	1868	1868	1868	1868	1868	1868	1868
152	Brooklyn Union for Christian Work*	1871	1871	1871	1871	1871	1871	1871	1871	1871
153	Convent of the Sisters of Mercy	1871	1871	1871	1871	1871	1871	1871	1871	1871
154	Home for Destitute Children &c.	1871	1871	1871	1871	1871	1871	1871	1871	1871
155	Home of the Good Shepherd*	1871	1871	1871	1871	1871	1871	1871	1871	1871
156	Orphan Asylum Society of the City of Brooklyn*	1871	1871	1871	1871	1871	1871	1871	1871	1871
157	Orphans' Home, Church of the Holy Trinity	1871	1871	1871	1871	1871	1871	1871	1871	1871
158	Orphans' Home on the Church Charity Foundation of Long Island.	1871	1871	1871	1871	1871	1871	1871	1871	1871
159	St. John's Home	1871	1871	1871	1871	1871	1871	1871	1871	1871
160	St. Joseph's Female Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
161	St. Vincent's Home for Homeless and Destitute Boys.	1871	1871	1871	1871	1871	1871	1871	1871	1871
162	Asylum of Our Lady of Refuge	1871	1871	1871	1871	1871	1871	1871	1871	1871
163	Buffalo Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
164	Church Charity Foundation	1871	1871	1871	1871	1871	1871	1871	1871	1871
165	Evangelical Lutheran St. John's Orphans' Home	1871	1871	1871	1871	1871	1871	1871	1871	1871
166	German Roman Catholic Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
167	St. Vincent's Female Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
168	Ontario Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
169	St. Mary's Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
170	St. Mary's Orphan Asylum*	1871	1871	1871	1871	1871	1871	1871	1871	1871
171	Orphan House of the Holy Saviour	1871	1871	1871	1871	1871	1871	1871	1871	1871
172	St. Mary's Orphan Asylum and School	1871	1871	1871	1871	1871	1871	1871	1871	1871
173	St. Michael's Home	1871	1871	1871	1871	1871	1871	1871	1871	1871
174	Southern Tier Orphans' Home	1871	1871	1871	1871	1871	1871	1871	1871	1871
175	Hudson Orphan and Relief Association	1871	1871	1871	1871	1871	1871	1871	1871	1871
176	Home of the Friendless	1871	1871	1871	1871	1871	1871	1871	1871	1871
177	Warburg Orphans' Farm School of the Evangelical Lutheran Church.	1871	1871	1871	1871	1871	1871	1871	1871	1871
178	Home for the Friendless.	1871	1871	1871	1871	1871	1871	1871	1871	1871
179	Colored Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871
180	Hebrew Orphan Asylum	1871	1871	1871	1871	1871	1871	1871	1871	1871

*From Report of the Commissioner of Education for 1880.
 a Up to close of year 1879.
 b The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.
 c Number of teachers only.

d This Home was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.
 e In 1879.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
181. Hebrew Sheltering Guardian Society.....	New York, N. Y. (57th st., corner First avenue).	1849	1848	S. Dablon.....	Non-sect.....	1	16	24,655
182. Home for the Friendless, American Female Guardian Society.....	New York, N. Y. (82 East 80th street).	1863	1862	Mrs. Charles C. North, president.....	Non-sect.....	14	39	2,737
183. Hospital of New York Society for the Relief of the Impaired and Crippled.....	New York, N. Y. (135 East 42d street).	1864	1861	James Knight, M. D., surgeon in chief.....	Non-sect.....	2	2	12,000
184. Howard Mission and Home for Little Wanderers &c.....	New York, N. Y. (40 New Bowery).	1864	1861	Joseph Hague, agent.....	Non-sect.....	14	14	612,878
185. Institution of Mercy.....	New York, N. Y. (85 East Houston street).	1878	1878	Mother Mary Elizabeth Callanan.....	R. C.....	4	18	400
186. Ladies' Deborah Nursery and Child's Protectory.....	New York, N. Y. (86 East Broadway).	1866	1860	Max S. Davis.....	Hebrew.....	4	9	25,000
187. Ladies' Home Missionary Society (Five Points Mission).....	New York, N. Y. (63 Park street).	1881	1880	Rev. S. I. Ferguson.....	M. E.....	5	23	5,000
188. Leake and Watts Orphan House*.....	New York, N. Y. (110th st. and Ninth avenue).	1875	1843	Rev. Richard M. Hayden.....	Non-sect.....	3	21	2,875
189. New York Society for the Prevention of Cruelty to Children.....	New York, N. Y. (100 East 23d street).	1807	1806	E. Fellows Jenkins.....	Non-sect.....	1	10	1,093
190. Orphan Asylum Society of the City of New York.....	New York, N. Y. (West 73d st. and Broadway).	1869	1861	George E. Dunlap.....	P. E.....	20	20	1,880
191. Orphans' Home and Asylum of the Protestant Episcopal Church.....	New York, N. Y. (49th st., cor. Lexington ave.).	1862	1861	Mrs. Susan M. Dutilh, first directress.....	R. C.....	14	14	2,553
192. Roman Catholic Orphan Asylum.....	New York, N. Y. (cor. Madison ave. and 62d st.).	1862	1868	Sister M. Clotilde.....	R. C.....	4	4	.....
193. Roman Catholic Orphan Asylum.....	New York, N. Y. (83 Prince st.).	1863	1826	Sister M. Pauline.....	R. C.....	.....	.....	.....
194. Roman Catholic Orphan Asylum.....	New York, N. Y. (64th ave. and 12d st.).	1863	1826	Sister A. Borromeo.....	R. C.....	.....	.....	.....
195. St. Barnabas Home.....	New York, N. Y. (804 Mul-bergh st.).	1863	1865	Sister Ellen, sister in charge.....	P. E.....	.....	.....	.....
196. St. James' Home.....	New York, N. Y. (68 New Chambers st.).	.....	.....	Sister Eugenie, sister servant.....	R. C.....	.....	.....	.....

		A and 80th st., New York, N. Y. (145 East 28th st.)	1875	1868	perforce. Sister F. Xavier, slater in charge	R. C.	18	1,485
198	St. Stephen's Home for Children	New York, N. Y. (215 West 39th street)	1868	1860	Sister Anacasia, sister servant	R. C.	615	6821
199	St. Vincent de Paul Orphan Asylum	New York, N. Y. (10th ave., cor. 129th st.)	1864	1864	Rev. Thomas M. Peters, D. D.	P. E.	7	1,147
200	The Sheltering Arms	New York, N. Y. (67 West 10th st.)	1837	1835	Mrs. J. M. Campbell	Non-sect.	20	3,940
201	The Society for the Relief of Half Orphan and Destitute Children.	New York, N. Y.	1852	1852	Mrs. Julia Wilcox, matron	Non-sect.	2	232
202	Union Home and School	Peabody, N. Y.	1872	1871	Rev. Brother Lawrence	R. C.	5	235
203	Oswego Orphan Asylum	Peterborough, N. Y.	1873	1874	Philemon Tucker	Non-sect.	4	91
204	Roman Catholic Orphan Asylum	Plattsburgh, N. Y.	1874	1874	Mrs. Mary Kent Platt, president	Non-sect.	1	91
205	Children's Home	Pleasantville, N. Y.	1874	1874	James W. Felce	Non-sect.	1	91
206	Home for the Friendless of Northern New York	Port Jervis, N. Y.	1852	1847	Sister Mary Colette, slater servant	R. C.	8	1,008
207	Westchester Temporary Home for Protestant Children.	Poughkeepsie, N. Y.	1878	1877	Mrs. J. M. Farrar, matron	Non-sect.	1	1,008
208	St. Mary's Orphan Asylum	Randolph, N. Y.	1869	1868	Mrs. C. E. Mathews, cor. sec	P. E.	9	.....
209	Poughkeepsie Orphan House and Home for the Friendless.	Rochester, N. Y. (Mt. Hope ave.)	1891	1887	Charles Strong, cor. sec.	Non-sect.	17	3,600
210	Western New York Home for Homeless and Dependent Children.	Rochester, N. Y.	1863	1863	Mrs. William N. Sage, treasurer	Non-sect.	11	6276
211	Church Home of the Protestant Episcopal Church	Rochester, N. Y.	1864	1864	Sister Mary Gabriel, superior	R. C.	13	.....
212	New York State Children's Home Association	Rochester, N. Y.	1864	1864	Sister Xavier	R. C.	13	1,028
213	Rochester Orphan Asylum	Rochester, N. Y.	1845	1841	Sister M. Enalla	R. C.	15	2,921
214	St. Joseph's German Orphan Asylum	Rochester, N. Y.	1845	1841	Florence Hill	Non-sect.	10	.....
215	St. Mary's Orphan Boys' Asylum	Rochester, N. Y.	1860	1852	Sister Borgia, superior	R. C.	11	671
216	St. Patrick's Female Orphan Asylum	Syracuse, N. Y.	1863	1848	Sister Anacaria Hoey	R. C.	8	1,484
217	Opodaga County Orphan Asylum	Syracuse, N. Y.	1864	1852	Sister M. Onésime	R. C.	12	2,036
218	St. Joseph's Asylum and House of Providence.	Troy, N. Y.	1864	1852	Brother Candidus	R. C.	17	1,534
219	St. Vincent de Paul's Asylum and School	Troy, N. Y.	1864	1852	F. W. Steines	Non-sect.	1	.....
220	St. Vincent's Female Orphan Asylum	Troy, N. Y. (294 Eighth street)	1872	1872	M. L. Brandegee, treasurer	P. E.	8	250
221	Troy Catholic Male Orphan Asylum	Utica, N. Y.	1830	1830	Mrs. Cornelia Graham, first directress	Non-sect.	16	1,634
222	Troy Orphan Asylum	Utica, N. Y.	1855	1855	J. H. Van Valkenburg	Non-sect.	3	4521
223	House of the Good Shepherd	Versailles, N. Y.	1859	1859	George R. Torrey	Non-sect.	1	.....
224	Utica Orphan Asylum	Watertown, N. Y.	1851	1846	Mrs. A. M. Drew, matron	Non-sect.	6	62,047
225	Thomas Asylum for Orphan and Destitute Indian Children.	West New Brighton, N. Y. (Staton Island).	1851	1849	Rt. Rev. John Timon	R. C.	2	1,238
226	Jefferson County Orphan Asylum	West Seneca, N. Y.	1873	1873	Rev. John Timon	Non-sect.	1	630
227	Society for Relief of Destitute Children of Seamen	Oxford, N. C.	0	1870	Rev. Alfred A. Watson, rector	P. E.	3	.....
228	St. Joseph's Male Orphan Asylum	Wilmington, N. C.	1877	1880	Joseph Green	Non-sect.	6	124
229	Orphan Asylum	Barnesville, Ohio	1877	1880	.....	Non-sect.	1	.....
230	St. James' Home	.....	.....	.....	.....	.....	.....	.....
231	Belmont County Children's Home	.....	.....	.....	.....	.....	.....	.....

* To be opened January, 1882.
/ Since May, 1866.

b Number up to close of the year 1879.
c In 1879.
d Buildings destroyed by fire in 1880 and school
suspended; to be reopened in 1882.

* From Report of the Commissioner of Education for 1880.
a The object of this mission is mainly to assist
families in their own homes.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1891—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
232 The Children's Home	Cincinnati, Ohio	1864	1864	M. V. Crouse	Non-sect.	4	16	5,351
233 Cincinnati Orphan Asylum*	Cincinnati, Ohio	1833	1833	Mrs. A. J. C. Wilson, matron	Non-sect.		2	17,900
234 Class of Preservation, Convent of the Good Shepherd.	Cincinnati, Ohio (Bank st.)		1897	Mother M., of St. Joseph David	R. C.		6	610
235 German General Protestant Orphan Asylum	Cincinnati, Ohio (Highland Ave., Mt. Auburn).	1849	1850	Christian Jahree	Protestant		1	550
236 New Orphan Asylum for Colored Youth*	Cincinnati, Ohio	1845	1844	Willie Felton	Non-sect.	1	1	
237 St. Aloysius Orphan Asylum	Cincinnati, Ohio (Bond Hill P. O.).	1843	1839	Rev. Jerome Kilgerstein	R. C.	3	20	1,000
238 Cleveland Protestant Orphan Asylum*	Cleveland, Ohio	1833	1833	A. H. Shunk	Non-sect.	1	2	22,548
239 Jewish Orphan Asylum, I. O. B. B.	Cleveland, Ohio	1868	1868	Dr. Samuel Wolfenstein	Jewish	8	6	679
240 St. Joseph's Orphan Asylum*	Cleveland, Ohio	1863	1863	Mrs. M. Le. Masson, superioress	R. C.		15	
241 St. Mary's Orphan Asylum	Cleveland, Ohio	1854	1851	Mrs. M. Le. Masson, superioress	R. C.		31	51,277
242 St. Vincent's Male Orphan Asylum	Cleveland, Ohio (Monroe st.).	1854	1853	Mother M. F. Joseph	R. C.	1	7	1,597
243 Franklin County Children's Home	Columbus, Ohio		1880	William F. Schatz, M. D.	Non-sect.	4	16	280
244 St. Joseph's Orphan Asylum	Columbus, Ohio		1875	Rev. Joseph Joesling	R. C.	5	0	150
245 St. Vincent's Orphan Asylum	Columbus, Ohio	1874	1875	Rev. J. C. Goldschmidt	R. C.	2	12	397
246 Montgomery County Children's Home	Dayton, Ohio	1873	1867	Mary E. Mantz, matron	Non-sect.	(14)		905
247 Ebenezer Orphan Asylum	Flat Rock, Ohio	1866	1849	Frank Fahrmeider	R. C.	1	2	54
248 Children's Home of Lawrence County*	Fronton, Ohio		1886	J. E. Dreisbach	Ev. Asso.	4	5	*294
249 Warren County Orphan Asylum and Children's Home*	Lebanon, Ohio		1874	Deila Tipton, matron	Baptist		1	
250 Morgan County Children's Home	McConnellsville, Ohio		1861	Henry J. Dunham	Non-sect.	1	9	200
251 Washington County Children's Home*	Marletta, Ohio	1866	1867	J. H. Barker	Non-sect.	(8)		37
252 Fairmount Children's Home	Mt. Union, Ohio	1876	1876	S. D. Hart, M. D.	Non-sect.	2	11	961
253 Home for Friendless Children*	Mt. Vernon, Ohio	1876	1876	John K. Niles	Non-sect.	4	17	544
254 Orphan Home	Newark, Ohio		1876	G. W. McWhorter	Non-sect.	1	8	86
255 Toledo County Children's Home	Portsmouth, Ohio (lock box 67).	0	1877	R. Bell, secretary	Non-sect.	2	8	301
256 Children's Home	Springfield, Ohio	1878	1878	N. McComby	Non-sect.	2	10	196
257 Children's Hospital and Orphan Asylum	Tiffin, Ohio	1869	1869	Rev. J. L. Bihn	R. C.	4	20	273

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
298 Newboys' Aid Society*	Philadelphia, Pa.	1879	1879	Lewis A. Hafey	Non-sect.	1	2	106
299 Northern Home for Friendless Children*	Philadelphia, Pa. (n. e. cor. 23d and Brown streets).	1854	1854	Amos G. Huber	Non-sect.	5	15	64,776
300 Philadelphia Orphan Asylum.	Philadelphia, Pa. (64th st. and Lansdowne ave.).	1815	1814	Mrs. Maria Lodor, matron.	Non-sect.	1	14	1,200
301 Presbyterian Orphanage in the State of Pennsylvania.	Philadelphia, Pa. (Darby street).	1877	1878	Miss Sarah F. Cuyler, cor. sec.	Presb.		6	70
302 St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.	Philadelphia, Pa. (913 S. 7th street).	0	1876	Mother Maria Giuseppa.	R. C.		5	18
303 Soldiers Orphan Institute*	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.).		1865	William Bogle	Non-sect.	8	22	6918
304 Southern Home for Destitute Children	Philadelphia, Pa. (44th and Haverford sts.).	1850	1850	Mrs. William Singler, president	Non-sect.		11	
305 "The Shelter" for Colored Orphans	Philadelphia, Pa. (n. e. cor. 16th and Poplar streets).	1822	1819	Elizabeth C. Louny, secretary	Friends.	1	4	
306 Union Temporary Home*	Philadelphia, Pa. (41st and Baring streets).	1857	1857		Non-sect.			
307 Western Home for Poor Children*	Philadelphia, Pa. (41st and Baring streets).	1857	1857		Non-sect.			
308 St. Michael's Orphan Asylum.	Pittsburgh, Pa. (south side).	1873	1873	Andrew Stock	Ger. R. C.		3	37
309 Benevolent Association Home for Children.	Pottsville, Pa.	1873	1873	Chas. H. Wülfen, treasurer	Non-sect.		1	
310 St. Catherine's Female Orphan Asylum	Reading, Pa. (1026 Franklin street).	1873	1872	Sisters of Charity	R. C.		5	112
311 Home for Friendless Women and Children	Scranton, Pa.	1873	1871	Mrs. James Blair, president.	Non-sect.		8	361
312 St. Vincent's Orphan Asylum	Tacoma, Pa.	1860	1857	Sister Mary Regina, superior.	R. C.		11	923
313 Home for Friendless Children	Williamsport, Pa.	1872	1872		Non-sect.		3	
314 Allegheny County Home.	Woodville, Pa.	1832	1834	D. C. Hultz	Non-sect.	1		
315 Bethany Orphan Home.	Womelsdorf, Pa.	1865	1862	Rev. D. R. Albright.	Rf. Ch. U. S.			
316 Children's Home for Borough and County of York.	York, Pa.	1865	1865	Samuel Smith, president	Non-sect.	1	6	275
317 Related Home for Destitute Children.	Bristol, R. I.	1867	1866	Miss Hannah Garfield	Non-sect.		1	56
318 St. Mary's Orphanage.	East Providence, R. I.	1870	1874	Daniel L. O'Neil	P. E.	1	6	
319 Children's Friend Society	Providence, R. I. (47 Tobey street).	1870	1866	Mrs. Sarah F. Tobey, president.			6	1,277

1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
321	322	323	324	325	326	327	328	329	330	331
332	333	334	335	336	337	338	339	340	341	342
343	344	345	346	347	348	349	350	351	352	353
354	355	356	357	358	359	360	361	362	363	364
365	366	367	368	369	370	371	372	373	374	375
376	377	378	379	380	381	382	383	384	385	386
387	388	389	390	391	392	393	394	395	396	397
398	399	400	401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416	417	418	419
420	421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440	441
442	443	444	445	446	447	448	449	450	451	452
453	454	455	456	457	458	459	460	461	462	463
464	465	466	467	468	469	470	471	472	473	474
475	476	477	478	479	480	481	482	483	484	485
486	487	488	489	490	491	492	493	494	495	496
497	498	499	500	501	502	503	504	505	506	507
508	509	510	511	512	513	514	515	516	517	518
519	520	521	522	523	524	525	526	527	528	529
530	531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550	551
552	553	554	555	556	557	558	559	560	561	562
563	564	565	566	567	568	569	570	571	572	573
574	575	576	577	578	579	580	581	582	583	584
585	586	587	588	589	590	591	592	593	594	595
596	597	598	599	600	601	602	603	604	605	606
607	608	609	610	611	612	613	614	615	616	617
618	619	620	621	622	623	624	625	626	627	628
629	630	631	632	633	634	635	636	637	638	639
640	641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660	661
662	663	664	665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680	681	682	683
684	685	686	687	688	689	690	691	692	693	694
695	696	697	698	699	700	701	702	703	704	705
706	707	708	709	710	711	712	713	714	715	716
717	718	719	720	721	722	723	724	725	726	727
728	729	730	731	732	733	734	735	736	737	738
739	740	741	742	743	744	745	746	747	748	749
750	751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770	771
772	773	774	775	776	777	778	779	780	781	782
783	784	785	786	787	788	789	790	791	792	793
794	795	796	797	798	799	800	801	802	803	804
805	806	807	808	809	810	811	812	813	814	815
816	817	818	819	820	821	822	823	824	825	826
827	828	829	830	831	832	833	834	835	836	837
838	839	840	841	842	843	844	845	846	847	848
849	850	851	852	853	854	855	856	857	858	859
860	861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880	881
882	883	884	885	886	887	888	889	890	891	892
893	894	895	896	897	898	899	900	901	902	903
904	905	906	907	908	909	910	911	912	913	914
915	916	917	918	919	920	921	922	923	924	925
926	927	928	929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944	945	946	947
948	949	950	951	952	953	954	955	956	957	958
959	960	961	962	963	964	965	966	967	968	969
970	971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990	991
992	993	994	995	996	997	998	999	1000		

From Report of the Commissioner of Education for 1890.

b Buildings destroyed by fire in November, 1881; to be rebuilt in 1882 children temporarily cared for elsewhere.

Suspended.
Up to close of year 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
1 Catholic Male Orphan Asylum.....	4-14	17	Contributions.....	Gardening and tailoring...	Placed with well-to-do parties in the city.
2 Church Home for Orphan Boys.....	Under 10.....	13 and 15	Contributions and proceeds of annual bazaar.	Baking, dairy work, gardening, tailoring, &c.	Given an outfit of clothing and placed in suitable situations.
3 Church Home for Orphan Girls.....	Under 10.....	18	Contributions and proceeds of annual bazaar.	Domestic work, dairy work, housekeeping, and sewing.	Good situations, with wages, are found, and outfit of clothing provided.
4 Protestant Orphan Asylum.....	Under 14.....	No limit.....	Contributions, together with small legacy.	Gardening, housework, and sewing.	Provided with good homes in families or situations in stores.
5 Orphans' Home of the Synod of Alabama.	2-13	16	Voluntary contributions.....	Housework and farming...	Homes in good families are found.
6 Los Angeles Orphan Asylum.....	1-17	No limit.....	State appropriation, contributions, and board of inmates.	Sewing and fancy work...	Given three full suits of clothing.
7 Los Angeles Orphans' Home.....	2-14	14	State appropriation and charity.	None.....	Indentured, adopted, or returned to friends.
8 Sacramento Protestant Orphan Asylum*.	Under 14.....	.....	State appropriation, donations, rents, &c.	.....	Adopted, indentured, put to service, or taken by friends.
9 Methodist Chinese Mission.....	No limit.....	No limit.....	By appropriation.....	.....	.....
10 San Francisco Protestant Orphan Asylum.	.....	.....	State appropriation.....	Domestic work and sewing.	Given two full suits of clothing.
11 San Francisco Roman Catholic Female Orphan Asylum.	6-14	14	State appropriation.....	Sewing.....	If possible, homes are secured for them.
12 Woman's Union Mission to Chinese Women and Children.	No limit.....	No limit.....	Voluntary contributions.....	Domestic work and sewing.	Procure them good situations.
13 Female Orphan Asylum.....	2-14	14	State appropriation and donations.	Domestic work and sewing.	.....
14 Holy Cross School.....	No limit.....	.....	Appropriation, board of inmates, and contributions.	Dreemaking, house and fancy work.	Placed in good homes.
15 Good Templars' Home for Orphans.....	1-14	14	State appropriation, contributions, and members' dues.	Domestic work.....	Good situations are procured for them.
16 Fajero Vale Orphan Asylum.....	6-12	14	Appropriation and donations.....	Household duties.....	Given an outfit of clothing and \$80.
17 Bridgeport Protestant Orphan Asylum*.	2-12	12	Voluntary contributions.....	.....	.....

19	Middlesex County Orphans' Home.....	No limit.....	No limit.....	Voluntary contributions.....	Domestic work.....	Placed in good homes.
20	Home for the Friendless.....	2-10.....	12.....	Contributions.....	None.....	Homes are secured, or returned to friends.
21	New Haven Orphan Asylum.....	2-12.....	Over 14.....	Contributions and a small fund.....	Housework and sewing.....	Adopted or placed in homes.
22	St. Francis Orphan Asylum*.....	2-14.....	14.....	Contributions, and \$1,300 from the school board, and \$1,000 by endowment and subscription.....	None.....	Apprenticed or placed at service.
23	Home for Friendless and Destitute Children*.....	3.....	No limit.....	By endowment.....	General housework and farm work.....	Homes are found.
24	Augusta Orphan Asylum.....	5-12.....	14-15.....	By contribution.....	Domestic work and sewing.....	Employment in families provided
25	St. Mary's Orphan Asylum*.....	1-7.....	18.....	By endowment.....	Cookery, general housework, and sewing.....	Good homes are found.
26	Columbus Female Orphan Asylum*.....	2-12.....	No limit.....	Contributions and proceeds of farm.....	Domestic work and farming.....	None.
27	Orphans' Home, North Georgia Conference.....	2-13.....	18.....	Endowment and subscriptions.....	General housework.....	Provided with good homes and given an outfit of clothing.
28	Appleton Church Home.....	2-15.....	No limit.....	Voluntary contributions.....	Domestic work and farming.....	Good homes provided, where they are received as members of families.
29	Orphans' Home, South Georgia Conference.....	3-12.....	18.....	Subscriptions.....	Domestic work and sewing.....	A good wardrobe and situations provided.
30	Episcopal Orphans' Home.....	4-15.....	No limit.....	Subscriptions of members, income from rents, &c.....	Farming and trades.....	Boys are apprenticed and girls are placed as servants in good families.
31	Union Society, Bethesda Orphan Home.....	1-14.....	No limit.....	Voluntary contributions.....	Farming and gardening and domestic work.....	Placed in good Catholic families.
32	German Evangelical Lutheran Orphan Asylum*.....	2-18.....	13.....	Contributions.....	None.....	Provided with homes.
33	St. Agnes Orphan Asylum.....	3-12.....	12.....	Voluntary contributions.....	All domestic work.....	Good homes are provided.
34	Chicago Protestant Orphan Asylum.....	2.....	About 14.....	Contributions, endowment, and board of half orphans.....	None.....	Employment is found for them, and they are given the privilege of returning to the institution when in need of a home.
35	St. Joseph's Orphan Asylum.....	2-13.....	14.....	Church contributions and pay for half orphans.....	Farming.....	Adopted or apprenticed.
36	Ulrich Orphan Asylum*.....	2-14.....	14.....	State appropriation.....	Domestic work, sewing, farming, gardening, and care of horses.....	Returned to friends or placed in homes.
37	German Catholic Orphan Asylum*.....	No limit.....	No limit.....	City appropriation and contributions.....	None.....	Adopted or furnished with employment.
38	Illinois Soldiers' Orphans' Home.....	14-15.....	14-15.....	Contributions from St. Aloysius Orphan Society.....	Domestic duties.....	Placed in families.
39	Home for the Friendless.....	1-13.....	18.....	County appropriation, contributions, and interest on endowment fund.....	Domestic duties.....	Provided with a good home, two suits of clothing, and a Bible.
40	St. Aloysius Orphan Asylum.....	1-13.....	18.....	County appropriation, contributions, and interest on endowment fund.....	Domestic duties.....	Provided with a good home, two suits of clothing, and a Bible.
41	Woodland Home for Orphans and Friendless*.....	1-13.....	18.....	County appropriation, contributions, and interest on endowment fund.....	Domestic duties.....	Provided with a good home, two suits of clothing, and a Bible.
42	Evansville Orphan Asylum.....	1-13.....	18.....	County appropriation, contributions, and interest on endowment fund.....	Domestic duties.....	Provided with a good home, two suits of clothing, and a Bible.

* From Report of the Commissioner of Education for 1890.

* From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1881*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	19	13	14
43 Asylum for Friendless Colored Children.	Under 12.	.....	Appropriation, contributions, and endowment.	General house duties	Educated and placed in good homes.
44 Indianapolis Orphans' Asylum	Under 12.	Under 12.	County appropriation, contributions, and endowment.	Domestic work, sewing, and knitting.	Adopted, indentured, given a trade, and given \$100 when 21 years of age.
45 Jeffersonville Orphan Asylum.	Under 12.	15	County appropriation and public charity.	.....	.....
46 Indiana Soldiers' Orphans' Home.	6-15	15	State appropriation	None	Placed in good homes.
47 St. Joseph's Orphan Asylum	2-12	No limit	Contributions	General usefulness	Placed in good homes.
48 St. Joseph's Orphan Asylum and Manual Labor School	During minority.	No limit	Contributions and proceeds of farm.	General housework, knitting, sewing, cookery, and laundry work.	Placed in good homes.
49 Home of the Friendless.	.....	.....	City appropriation and contributions.	General housework and sewing.	Adopted, placed at service, sent to other institutions, or returned to friends.
50 Wernle Orphans' Home.	2-14	18	Voluntary contributions	Domestic duties, sewing, knitting, and farming.	Have the privilege of returning to the institution when in need of a home until they are 21.
51 Rush County Children's Home.	1-16	No limit	Appropriation	Domestic work and farming.	They are to be educated and cared for until 21 years of age.
52 Henry County Children's Home.	.....	.....	House provided by county; furniture, beds, &c., by matron; 25 cents paid a day for each child.	.....	.....
53 St. Ann's Female Orphan Asylum	2-10	No limit	By charity	Domestic duties	None.
54 Hamilton County Children's Home	.....	.....	Amount paid a day for each child, 25 cents; matron furnishes her own house, furniture, &c.	.....	.....
55 German and English Asylum for Orphans and Destitute Children.	2-12	.....	Voluntary contributions	Domestic work and farming.	Given an outfit of clothing and the privilege of returning to the institution when out of work.

No.	Societies, orphanages, homes and asylums for Indigent Children.	Age	Boys, 10; girls, 16.	Appropriation and contribu- tions.	Contributions and proceeds of farm.	Vocational training.	Adopted or returned to guardians. They are to receive one year's schooling and \$200 when of age.
57	Home for the Friendless*.	No limit	No limit	Appropriation and contribu- tions.	Contributions and proceeds of farm.	Housework, sewing, and nursing.	Adopted or returned to guardians.
58	St. Thomas Orphan Asylum	3-10	13	Voluntary contributions.	By the Masons of Kentucky.	Farming.	They are to receive one year's schooling and \$200 when of age.
59	Covington Protestant Children's Home ^a	Under 12	No limit	Voluntary contributions.	By the Masons of Kentucky.	Sewing and dressmaking.	Good homes are found.
60	Baptist Orphans' Home.	Under 12	No limit	Donations.	Voluntary contributions.	Housework and farming.	Indigent until 21.
61	German Baptist Orphan Home.	Under 12	Girls, 18	By contributions.	By contributions.	Gardening, housework, sewing, and knitting.	Apprenticed to trades, placed on farms, or provided with good homes.
62	German Protestant Orphan Asylum.	Under 12	14	By the Masons of Kentucky.	By the Masons of Kentucky.	Chair-bottoming and print- ing.	Returned to the lodges sending them, or placed by direction of said lodges in some congenial home.
63	Masonic Widows' and Orphans' Home*.	3-13	No limit	Voluntary contributions.	Voluntary contributions.	Engineering, farming, and printing.	Good homes or situations are pro- vided.
64	Orphanage of the Good Shepherd*.	6-10	18	Church collections.	Church collections.	None.	Placed at service.
65	St. Joseph's German Orphan Asylum.	Under 12	13	Endowment and tuition fees.	Endowment and tuition fees.	This institution is a graded normal school for orphan girls.	Positions as teachers secured.
66	Kentucky Female Orphan School*.	14	No limit	By endowment.	By endowment.	None.	Placed in good homes.
67	Cleveland Orphans' Institution*.	4-12	18	Donations, legacies, &c.	Donations, legacies, &c.	Needlework.	Good homes secured.
68	Orphans' Home Society ^b .	4-14	15-17	Members' dues, voluntary con- tributions, and city appropri- ations.	Members' dues, voluntary con- tributions, and city appropri- ations.	Household duties and sew- ing.	
69	Asylum for Destitute Orphan Boys*.	No limit	No limit	By charity.	By charity.	Sewing and fancy work.	
70	Jewish Widows' and Orphans' Home.	1-12	18	Contributions.	Contributions.	Laundry work and sewing.	In situations to earn a good living.
71	Louisiana Asylum	Under 12	18	City appropriation and contri- butions.	City appropriation and contri- butions.	Domestic work and sewing.	
72	Louisiana Freedman's Baptist Orphans' Home.	5-14	No limit	State appropriation, contribu- tions, and endowment.	State appropriation, contribu- tions, and endowment.	Domestic work and sewing.	
73	Mt. Carmel Female Orphan Asylum*.	No limit	No limit	Voluntary contributions.	Voluntary contributions.	None.	Furnished with suitable clothing and necessary expenses paid.
74	Orphanage.	Boys, under 10; girls, under 12.	Boys, 13	Annual subscriptions, donations, and invested funds.	Annual subscriptions, donations, and invested funds.	Housework, knitting, and sewing.	Adopted or bound out to service.
75	The Protestant Orphans' Home	Boys, 2-8; girls, 2-12	No limit	Contributions and labor of in- mates.	Contributions and labor of in- mates.	None at the Home; boys work at different trades or in professions for va- rious persons in the city.	None.
76	Children's Home.	Boys, 2-8; girls, 2-12	No limit	Donations and members' dues.	Donations and members' dues.	None.	Board of trustees has control until of age.
77	Asylum of Our Lady of Lourdes	2-18	No limit				
78	Female Orphan Asylum of Portland.	1-10	No limit				
79	Boys' Home.	9-18	21				
80	General German Orphan Asylum*.	3-16	Boys, 14; girls, 16.				

* From Report of the Commissioner of Education for 1880. b Not yet opened. c Institution practically suspended since 1874; buildings in process of reconstruction.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphans or dependent children for 1881—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	19	13	14
81 Hebrew Orphan Asylum of Baltimore*.....	4-11	14-15	By contributions.....	Various useful handicrafts.	
82 Home of the Friendless.....	No limit.....	.....	Appropriation, endowment, and subscriptions.	Cookery and needlework.	
83 Orphan Asylum for Colored Girls.....	.....	.....	.....	.....
84 St. James' Home for Boys.....	12-18	21	Board of inmates and donations.	Boys learn a trade in the city.	Savings are put in savings bank.
85 St. Mary's Female Orphan School.....	7-14	14	Voluntary contributions and proceeds of fair.	Domestic work and sewing.	Sent to industrial school for girls.
86 St. Paul's Orphan Asylum.....	3-11	18	Church contributions.....	Domestic work and sewing.	Given good clothing and placed in homes.
87 Baltimore Manual Labor School for Indigent Boys.....	8-16	21	Contributions and endowment.	Farming.....	Returned to parents or placed in homes.
88 Home for Friendless Children of the Diocese of Boston.....	3-8	18	Appropriations and contributions.	Housework, cooking, laundry work, and sewing.	
89 Baldwin Place Home for Little Wanderers.....	No limit.....	No limit.....	Contributions and interest on endowment.	General domestic duties.	
90 Boston Female Asylum.....	3-10	12-14	By endowment.....	Housework and sewing.....	
91 Children's Friend Society.....	1-12	21	By donations.....	Sewing and embroidery.....	Indentured; receive board and clothing and \$30 when 18 years old.
92 Children's Mission to the Children of the Destitute in the City of Boston.*.....	5-15	.....	Contributions, donations, and endowment.	Sewing and housework.....	Placed in homes and given an outfit of clothing.
93 Church Home for Orphan and Destitute Children.....	Boys, 4-6; girls, 4-8, 5-15	No limit.....	Subscriptions and endowment.	Housework.....	Permanent homes are found and continued oversight is given them.
94 House of the Angel Guardian*.....	.....	15	Contributions and board of inmates.	Baking, shoemaking, and tailoring.	Placed in homes or returned to friends.
95 Dr. Martin Luther Orphan's Home*.....	4-14	No limit.....	Contributions and proceeds of farm.	.....	Placed in good families.
96 St. Vincent's Orphan Asylum.....	0	No limit.....	.....	General domestic work.	Places are found where they are under Christian influence.

in friends.

No.	Institution	Age	Sex	Endowment	Contributions, proceeds from fair, and industry of inmates.	General domestic duties and needlework.	Good homes found.
98	Protector of Mary Immaculate.....	2	Boys, 12; girls, no limit.	Contributions, proceeds from fair, and industry of inmates.	General domestic duties and needlework.	Good homes in the country are found.	
99	New Bedford Orphans' Home.....	14-9	10-12	Annual contributions, endow- ment, &c.	Housework and sewing...	Clothing for one year.	
100	Newton Home for Orphan and Destitute Girls.....	5-12	17	Private charity and donations..	Housework, knitting and sewing.	Provided with good clothing and home or returned to friends.	
101	Massachusetts State Primary School.....	Under 16	16	State appropriation	Baking, dressmaking, farming, tailoring, and shoemaking.	Placed at trades or in good homes.	
102	City Orphan Asylum.....	2-10	Boys, 13; girls, no limit.	Contributions and industry of inmates.	Housework and needlework	None.	
103	Seamen's Orphan and Children's Friend Society.*	14-14	Boys, 17; girls, no limit.	Voluntary contributions	Housework and needlework	Homes found or returned to friends.	
104	Children's Home.....	Boys under 8; girls, no limit.	Boys, 8.....	Contributions and income from fund.	None.....	Adopted or placed in homes.	
105	Orphans' Home (Children's Friend Society)	2-10	No limit	Voluntary contributions	Domestic work	Placed in homes.	
106	State Public School.....	2-12	16	State appropriations	General housework, farm- ing, knitting, sewing, and shoemaking.	Homes are found for them.	
107	Asylum of St. Casimir for Polish Children.	2-12	Boys, 10; girls, 13.	Voluntary contributions	None.....	Adopted or indentured.	
108	Home for the Friendless.....	2-12	14	Donations, subscriptions, and interest on fund.	General housework and sewing.	Returned to friends, adopted, or retained at the home.	
109	Ladies' Protestant Orphan Asylum*	5-12	16	By contributions	Domestic work and tailor- ing.	Situations found.	
110	St. Anthony's Male Orphan Asylum	3-14	No limit	Contributions and proceeds of annual fair.	Domestic work, embroid- ery, knitting, and sewing.	Homes are found.	
111	St. Vincent's Female Orphan Asylum*	5-12	No limit	Private charity and board.....	None.....	Provided with homes.	
112	St. Vincent's Male Orphan Asylum*	Under 14	No limit	Private donations	None.....	None.	
113	Home for the Friendless.....	2-12	No limit	Contributions	Sewing and fancy work	Placed at service.	
114	Children's Home.....	2-16	18	By charity	Gardening, housework, and sewing.	Adopted or taken by friends.	
115	St. Joseph's Orphan Asylum.....	2-14	No limit	Subscriptions	Farming and market gar- dening.	Placed with good families.	
116	St. Mary's Orphan Asylum.....	5-11	12-15	Contributions and labor of in- mates.	General domestic work	Good homes are found.	
117	St. Paul Protestant Orphan Asylum	8-8	15	Bequests and donations	Farming	Good homes or employment pro- vided for them.	
118	D'Evereux Hall*.....	12-15	No limit	Voluntary contributions	General domestic work and needlework.	Placed in good homes and given two suits of clothes.	
119	St. Mary's Orphan Asylum*	Boys, under 10; girls, no limit.	No limit	By contributions.....	Household duties and sew- ing.		
120	Catholic Protectorate of St. Louis*						
121	St. Joseph's Roman Catholic Orphan Asy- lum.....						
122	Home of the Friendless*						

* From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
123 Episcopal Orphans' Home*	Under 12....	Boys, 12; girls, 18.	Appropriation and contributions	Domestic work and sewing.	Placed in homes or situations.
124 German St. Vincent's Orphan Asylum* ..	Under 10....	14-16	Church collections, members' fees, &c.	Housework, knitting, sewing, and drawing.	Given to families for further education.
125 House of the Good Shepherd (Class of Preservation)	8	No limit....	Contributions and labor of inmates.	Chair-caning, sewing and laundry work.	Returned to friends or placed in situations.
126 St. Bridget's Half-Orphan Asylum	6-12	16-17	Contributions.....	Sewing, &c.....	Given two suits of clothing when possible.
127 St. Joseph's Convent of Mercy*	10	No limit....	Contributions, industry of inmates, and pay of hospital patients.	General housework and sewing.	Good situations found.
128 St. Joseph's Male Orphan Asylum	6-12	12-14	Contributions.....	Shoemaking and printing.	Placed in homes.
129 Central Wesleyan Orphan Asylum	2-18	Boys, 16; girls, 18.	Contributions.....	Farming and housework.	Girls placed at service in families, boys with farmers or mechanics.
130 St. Louis Protestant Orphan Asylum.....	Under 12....	Boys, 12; girls, no limit.	By endowment.....	Farming and housework.	Adopted or indentured.
131 State Orphans' Home	Under 14....	18	State appropriation.....	Farming, housework, and sewing.	Adopted or indentured.
132 Orphans' Home.....	1-10	Boys, 12; girls, 18.	Contributions and endowment.....	Gardening, housework, and sewing.	Good situations found.
133 New Hampshire Orphans' Home	2-14	18	Voluntary contributions.....	Farming and housework.	Adopted into families.
134 Children's Home*	4-14	16	Contributions and board of inmates.	None	Placed in families.
135 Camden Home for Friendless Children.....	2-10	No limit....	Voluntary contributions.....	None	Indentured until of age.
136 West Jersey Orphanage for Destitute Colored Children.....	2-12	No limit....	By contributions.....	Farming and general housework.	Indentured and given two suits of clothing; \$25 to be given at the age of 18 to 21.
137 Children's Friend Society*	4-10	12	Voluntary subscriptions.....	Sewing.....	None.
138 Orphanage of the Children's Home of Washington County.....	2-12	13	Voluntary contributions.....	None	Good outfit, \$30 to boys, \$25 to girls.

140	Orange Orphan Home*	2-10	12	and endowment. Contributions, donations, and board of children.	None	turned to friends. Homes found in good families.
141	Paterson Orphan Asylum Association	3-10	No limit	Contributions	Housework and gardening	Given homes in families or placed at trades.
142	St. Mary's Orphan Asylum*	2-12	No limit	Contributions and pension	Farming and sewing	Adopted, returned to friends, or indentured to farmers.
143	Albany Orphan Asylum	3-12	14	Contributions and endowment	Housework and gardening	Adopted or placed at service, and provided with suitable clothing.
144	Orphans' Home of St. Peter's Church	Under 14	10	By contributions	Housework and sewing	
145	St. Vincent's Female Orphan Asylum	2-13	14	County appropriation	Farming and gardening	
146	St. Vincent's Male Orphan Asylum	2-12	No limit	Appropriations and contribu- tions	Domestic work, sewing, and gardening	
147	Cayuga Asylum for Destitute Children			County appropriation	Domestic work, sewing, farming, and shoe mend- ing	Homes provided or children in- dentured.
148	Davenport Female Orphan Institute	2-14	16	County appropriation	House duties	Indentured.
149	St. Mary's Catholic Orphanage			Public charity	Sewing to girls	Suitable employment found.
150	Susquehanna Valley Home	2-10	No limit	Voluntary contributions	Sewing	Adopted or placed at service.
151	Brooklyn Howard Colored Orphan Asy- lum*	7-20		Proceeds of fair, donations, in- terest on investments, sub- scriptions, &c.	Sewing and embroidery	Placed at service or returned to friends.
152	Brooklyn Union for Christian Work*	2-12	12	By industry of inmates	Domestic work, sewing, &c.	Homes found.
153	Convent of the Sisters of Mercy	2-13	14	Appropriation, contributions, and excise license fees.	Domestic work, basket making, sewing and printing	Placed in homes or returned to friends.
154	Home for Destitute Children b		14	By charity	Baking, carpentry, and engineer	Indentured to trades or service un- til 18, or returned to friends.
155	House of the Good Shepherd*	3-11	14	City appropriation and contri- butions	Domestic duties and sew- ing	Provided with situations.
156	Orphan Asylum Society of the City of Brooklyn*	2-12	16	Appropriation and contribu- tions	General domestic work, knitting, and sewing	Transferred to industrial school; some provided with situations.
157	Orphans' Home, Church of the Holy Trinity	5-10	No limit	Voluntary contributions, be- quests, &c.	Returned to friends or situations procured.	
158	Orphans' Home on the Church Charity Foundation of Long Island	2-14	14	Contributions	Placed in homes	Adopted and indentured.
159	St. John's Home	3-11		Contributions, donations, and labor of inmates		
160	St. Joseph's Female Orphan Asylum	9-16	14	Board of children, contribu- tions, and endowment		
161	St. Vincent's Home for Homeless and Des- titute Boys	5-16	12-14	Appropriation, contribution, and endowment		
162	Asylum of Our Lady of Refuge	Under 12				
163	Buffalo Orphan Asylum	Under 10				
164	Church Charity Foundation					

*From Report of the Commissioner of Education for 1880.
b The Newark Orphan Asylum Association has four auxiliary societies: At
Newark, New Brunswick, Bloomfield, and Morristown.

b This "Home" was erected by the Brooklyn Industrial School Association, and
represents school No. 8 of that association; it is intended as a home for such
very poor children as require a home as well as a school.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan and dependent children for 1881—Continued.

Name.	Are at which children may be admitted.	Are at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	13	13	14
165 Evangelical Lutheran St. John's Orphans' Home.	2-12	10-18	Appropriation, contributions, and proceeds of farm.	Farming, housework, knitting, and sewing.	Privilege of returning to the home when sick or out of employment.
166 German Roman Catholic Orphan Asylum.	2-14	No limit	County appropriations, contributions, proceeds of fair, &c.	Chair caning, sewing, knitting, and needlework.	Placed in good families; bonds of \$500 required as guarantee.
167 St. Vincent's Female Orphan Asylum	5-16	No limit	Appropriation, collections, &c.	Sewing	Placed in good homes.
168 Ontario Orphan Asylum	Under 12	12	Contributions and interest on fund.	Gardening, housework, and sewing.	Homes found or returned to county houses.
169 St. Mary's Orphan Asylum.	2-15	.....	By labor of inmates.	.....	Good homes carefully sought for them.
170 St. Mary's Orphan Asylum.	Boys, 2-7; girls, 2-12.	Boys, 12; girls, 14.	Contributions and board of children.	Decemaking, housework, and gardening.	Provided with homes or returned to parents.
171 Orphan House of the Holy Saviour.	2-16	16	Contributions and county tax.	Housework and sewing.	Placed in homes.
172 St. Mary's Orphan Asylum and School.	2-10	14	County appropriation, contributions, and board of children.	Housework and gardening.	Given suitable clothing and provided with situations.
173 St. Malachy's Home.	No limit	16	Voluntary contributions.	None	Indentured.
174 Southern Tier Orphans' Home.	.....	14-16	Donations, endowment, &c.	General domestic work, sewing, farming, gas-deciding, and printing.	If deserving, they are allowed to return to the home when sick or out of employment.
175 Hudson Orphan and Relief Association.	2-12	17	Voluntary contributions	None	Placed in homes.
176 Home of the Friendless.	6-10	.....	Voluntary contributions	Housework, sewing, and gardening.	Suitable situations are found.
177 Werburgh Orphans' Farm School of the Evangelical Lutheran Church.	Boys, 2-10; girls, 2-14.	Boys, 10; girls, 14.	Board of inmates, contributions, and endowment.	Housework, sewing, and gardening.	Sent to friends, indentured, or placed at service.
178 Home for the Friendless	2-10	12	State appropriation and subscriptions.	Printing and shoemaking.	Suitable situations are found.
179 Colored Orphan Asylum	5-12	13	Appropriation and contribution.	Domestic work and sewing.	Apprenticed or adopted into good families and regularly visited by officers of the home.
180 Hebrew Orphan Asylum.	2-10; girls, no limit.	No limit	Appropriation and contribution.	Domestic work and sewing.	Apprenticed or adopted into good families and regularly visited by officers of the home.

184	Howard Mission and Home for Little Wanderers, <i>a</i>	2-16	No limit....	Voluntary contributions.....	manufacture of surgical appliances.	Placed in good Christian homes.
185	Institution of Mercy.....	2 and over...	14	Appropriations, donations, and labor of inmates.	Sewing.....	Placed in good Christian homes.
186	Ladies' Deborah Nursery and Child's Pro-fectory.	2-14	16	Contributions and city tax.....	Laundry work and sewing.	Placed in good homes, clothed, and privilege of returning.
187	Ladies' Home Missionary Society (Five Points Mission).			Appropriation, contributions, and city tax.....	Sewing.....	Boys placed at trades.
188	Leake and Watts Orphan House*.....	2-12	14	Endowment.....	Sewing.....	Given a good outfit.
189	New York Society for the Prevention of Cruelty to Children.	No limit....	No limit....	Contributions, donations, and members' dues.	General household duties.	Indentured to trades or returned to friends.
190	Orphan Asylum Society of the City of New York.	2-10	13	Endowment and contributions....	None.....	Returned to friends.
191	Orphans' Home and Asylum of the Prot-estant Episcopal Church.*	2-8	12-14	Contributions and endowment....	Household duties and sew-ing.	Homes are found.
192	Roman Catholic Orphan Asylum.....	4-9	No limit....	Charitable contributions.....	Housework and sewing....	Returned to friends or placed in homes.
193	Roman Catholic Orphan Asylum.....	5-9	No limit....	Charitable contributions.....	Housework and sewing....	Returned to friends or placed in homes.
194	Roman Catholic Orphan Asylum.....	4-9	No limit....	Charitable contributions.....	None.....	Returned to friends or sent to Peckskill Asylum.
195	St. Barnabas House.....	14-10	No limit....	Voluntary contributions.....	Household duties.....	Situations in Christian families are found.
196	St. James' Home.....	3	Boys, 13; girls, 16.	Appropriations, contributions, endowment, and subscriptions.	Knitting, sewing, &c.....	Apprenticed, or placed at service, and have the privilege of return-ing to the asylum when out of work.
197	St. Joseph's Asylum in the City of New York.					Good homes are found.
198	St. Stephen's Home for Children.....	2-12	14	Appropriation and contribu-tions.	Domestic work and use of sewing machine.	Situations found.
199	St. Vincent de Paul Orphan Asylum.....	4-10	Boys, 12; girls, 18.	Charitable contributions.....	General housework and use of machine.	Returned to friends.
200	The Sheltering Arms.....	4-10	12-14	Contributions, board of inmates, endowment, and appropri-ations from excise fund.	General housework and sewing.	
201	The Society for the Relief of Half-Orphan and Destitute Children.	4-10	13	Voluntary contributions.....		Returned to friends or put in homes.
202	Union Home and School.....	2-14	14	Appropriations, contributions, interest on fund, &c.		Homes are provided.
203	Oawego Orphan Asylum.....	10-15		Contributions.....	Domestic work, farming, shoemaking, and tailor-ing.	Placed at service.
204	Roman Catholic Orphan Asylum.....					
205	Children's Home.....	2-16	16	County appropriation.....		Bound out, returned to friends, or sent to other institutions.

* From Report of the Commissioner of Education for 1890.

3 The object of this mission is mainly to assist families in their own homes.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	13	13	14
206 Home for the Friendless of Northern New York.	Boys, under 12; girls, no limit.	No limit	Appropriations and contributions.	General household duties.	Indentured.
207 Westchester Temporary Home for Protestant Children.					
208 St. Mary's Orphan Asylum	2-10	13	Appropriation, contributions, and endowment.	Housework, sewing, shoe-making, and gardening.	
209 Poughkeepsie Orphan House and Home for the Friendless.					
210 Western New York Home for Homeless and Dependent Children. ^a	Under 18.	No limit	Board of inmates, donations, and subscriptions.	Gardening, housework, knitting, sewing, &c.	
211 Church Home of the Protestant Episcopal Church.	Under 18.	No limit	Contributions and taxation		
212 New York State Children's Home Association. ^b	Under 18.	No limit	City and county appropriations and contributions.	Household duties.	Adopted into families.
213 Rochester Orphan Asylum	Under 18.	No limit		Domestic work, knitting, sewing, embroidery, &c.	
214 St. Joseph's German Orphan Asylum	Under 18.	13-14	Contributions, &c.	Housework, sewing, &c.	Placed at trades.
215 St. Mary's Orphan Boys' Asylum	2-14		Contributions, donations, &c.	Housework, sewing, &c.	Adopted or returned to friends.
216 St. Patrick's Female Orphan Asylum	2-14	14	Appropriations and endowment.	Housework and sewing.	Returned to friends or placed in good homes.
217 Onondaga County Orphan Asylum	2-13				
218 St. Joseph's Asylum and Home of Providence.					
219 St. Vincent de Paul's Asylum and School.	2-14		City and county contributions, &c.	Domestic work, knitting, and sewing.	Situations and homes are found.
220 St. Vincent's Female Orphan Asylum	2-13	No limit	City and county appropriations.	General domestic work, dressmaking and sewing.	Placed in situations or good homes.
221 Troy Catharine Male Orphan Asylum	2-14	16	Appropriation and contributions	Light housework	Homes in good families are found for them, and they are visited semi-annually until old enough to care for themselves.

STATISTICAL TABLES.

No.	Home of the Good Shepherd.....	Under 14....	No limit....	&c.	and sewing. General domestic work and gardening. Housework and farming. House duties, sewing, fancy work, broom mak- ing, and farming.	Placed in homes or returned to friends. Returned to friends or placed in homes. Some placed at service in families. Homes found. Placed at service or returned to friends. Adopted or given to friends. Adopted or placed in situations. None. Homes in families. Placed in homes. Adopted or indentured. Given entire outfit of clothing and secured good situations. Bound out to responsible parties. None. Placed at trades. Adopted into good families. Homes secured. Sent to St. Mary's for further edu- cation. Situations found for them. Returned to friends or placed in families. Indentured or adopted. Situations found. Placed in good families. Homes found for them. None. Employment is found.
222	House of the Good Shepherd.....	Under 14....	No limit....	&c.	and sewing. General domestic work and gardening. Housework and farming.	Placed in homes or returned to friends.
224	Utica Orphan Asylum.....	2-14	Boys, 12; girls, 14,	Appropriation, contributions, and endowment. By endowment.....	Housework and farming.	Returned to friends or placed in homes.
225	Thomas Asylum for Orphan and Destitute Indian Children.	2-16	16	State appropriation.....	House duties, sewing, fancy work, broom mak- ing, and farming.	Some placed at service in families.
226	Jafferson County Orphan Asylum.....	2-16	16	County appropriation and en- dowment.	None.....	Homes found.
227	Society for Relief of Destitute Children of Seamen.	2-10	12-14	Contributions and endowment.....	Gardening, housework, and sewing.	Placed at service or returned to friends.
228	St. Joseph's Male Orphan Asylum.....	8-12	14	Appropriation and contributions	Farming and printing.....	Adopted or given to friends.
229	Orphan Asylum.....	8-12	14-16	By contributions.....	Sewing.....	Adopted or placed in situations.
230	St. James' Home.....	No limit	No limit	By contributions.....	None.....	None.
231	Belmont County Children's Home.....	Under 16	No limit	Taxation.....	Housework, knitting, and sewing.	Homes in families.
232	The Children's Home.....	Under 16	No limit	Contributions.....	None.....	Placed in homes.
233	Cincinnati Orphan Asylum*.....	1-13	No limit	Contributions and endowment.....	Housework, knitting, and sewing.	Adopted or indentured.
234	Class of Preservation, Convent of the Good Shepherd.	8-15	16-18	Labor of inmates.....	House and laundry work, sewing and fancy work.	Given entire outfit of clothing and secured good situations.
235	German General Protestant Orphan As- ylum.	2-12	14	Donations and proceeds of fes- tivals.	Housework, knitting, sew- ing.	Bound out to responsible parties.
236	New Orphan Asylum for Colored Youth*.	Under 16	18	By donations.....	None.....	None.
237	St. Aloysius Orphan Asylum.....	1-12	16-17	Voluntary contributions.....	General domestic work, sewing, tailoring, farm- ing, shoemaking, and baking.	Placed at trades.
238	Cleveland Protestant Orphan Asylum*.	Under 10	.....	Contributions and endowment.....	Gardening and shoemaking	Adopted into good families.
239	Jewish Orphan Asylum, I. O. R. B.....	5-12	14-15	Donations and members' dues.	Plain sewing.....	Homes secured.
240	St. Joseph's Orphan Asylum*.	3-7	10	Charitable contributions and in- dustry of inmates.	Household duties and needlework.	Sent to St. Mary's for further edu- cation.
241	St. Mary's Orphan Asylum.....	6	.....	Annual fair and labor of inmates.	Domestic work, sewing, and gardening.	Situations found for them.
242	St. Vincent's Male Orphan Asylum.....	8-11	14	Collections and contributions.....	General housework, gar- dening, knitting, and sewing.	Returned to friends or placed in families.
243	Franklin County Children's Home.....	Under 16	.....	Taxation.....	Type setting and printing. Gardening, shoemaking, and tailoring.	Indentured or adopted.
244	St. Joseph's Orphan Asylum.....	4-12	21	Self-supporting.....	Household duties and sew- ing.	Situations found.
245	St. Vincent's Orphan Asylum.....	2-12	No limit	Voluntary contributions.....	Household duties and sew- ing.	Placed in good families.
246	Montgomery County Children's Home.....	Under 14	16	Appropriations by State and county.	.....	Homes found for them.
247	St. Joseph's Orphan Home*.....	1-18	18	Members' dues and proceeds of festivals.	.....	None.
248	Ebenezer Orphan Asylum.....	2-10	16	Contributions, endowment, and proceeds of farm.	Farming, housework, and sewing.	Employment is found.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
250 Warren County Orphan Asylum and Children's Home.*	Under 16....	16	County tax and endowment....	None.....	None.
251 Morgan County Children's Home.....	Under 16....	16	By taxation.....	General housework and farming.	Adopted or indentured.
252 Washington County Children's Home*.....	Under 16....	18	Appropriations.....	House duties and farming.	Indentured or adopted.
253 Fairmount Children's Home.....	Under 16....	No limit	By charity.....	Housework and farming.	Adopted into families.
254 Home for Friendless Children*.....	1-13	16	County taxation.....	Domestic work and gardening.	Given an outfit of clothing.
255 Orphan Home.....	2-16	16	County taxation.....	Gardening and farm work.	Clothing and money given.
256 Seton County Children's Home.....	Under 16....	18	Labor of inmates.....	Housework and farming.	Clothing given and employment provided.
257 Clarke County Children's Home.....	2-14	14-18	Members' dues, contributions, and proceeds of farm.	Housework and farming.	Adopted or returned to friends.
258 German Evangelical Lutheran Orphans' Asylum.....	2-14	16	By subscriptions.....	General housework.....	General oversight is given.
259 Protestant Orphans' Home.....	Boys under 10; girls, no limit.	16	By taxation.....	Farming, housework, and domestic work, dressmaking, carpentry, farming, gardening, plumbing, tinning, printing, shoemaking, tailoring, telegraphy, engineering, and wood carving.	Homes are found.
260 Knapp Children's Home.....	Under 16....	16	State appropriation.....	None.....	Indentured until of age.
261 Ohio Soldiers' and Sailors' Orphans' Home.	3-15	16	By endowment.....	None.....	Adopted or taken by parents.
262 The John McIntire Children's Home.....	Under 12....	No limit	Contributions.....	Domestic work and school duties.	Placed in good homes.
263 Children's Home (Ladies' Relief Society).....	3-12	Boys, 12	Contribution.....	None.....	None.
264 Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).....	Under 12....	Boys, 12	Contribution.....	None.....	None.

	Under 12....	No limit....	Endowment and contributions....	tailoring, &c. House duties, laundry work, and sewing. Housework, knitting, and sewing. Farming, gardening, housework, printing, and shoemaking. Farming, gardening, and housework. Farming and housework. Domestic work, sewing, knitting, farming, gar- dening, and shoemaking. General housework.....	Given to friends or indentured. Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found. Employment or permanent homes provided. Placed in good families; if not properly treated, can return to asylum. They receive two suits of clothes; the boys when of age receive also \$100.
267	Protestant Orphan Asylum of Pittsburgh and Allegheny.....	Under 12....	Boys, 12; girls, 18.	Board of children, collections, and donations. Charitable contributions.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
268	St. Joseph's Orphan Asylum*.....	Under 12....	Boys, 12; girls, 18.	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
269	St. Paul's Orphan Home.....	4-31	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
270	White Hall Soldiers' Orphan School.....	5-16	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
271	Chester Springs Soldiers' Orphan School*.....	3-16	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
272	Dayton Soldiers' Orphan School.....	3-16	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
273	Home for the Friendless*.....	2-14	Boys, 15; girls, 18.	Voluntary contributions.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
274	St. Joseph's Orphan Asylum.....	2-12	No limit....	Contributions and labor of Sis- ters.	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
275	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.....	3-10	.....	Contributions.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
276	Pauline Home for Children*.....	.....	.....	Voluntary contributions and weekly allowance from guar- antors of the poor. State appropriation..... Voluntary contributions.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
277	Harford Soldiers' Orphan School.....	6-16	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
278	Home for the Friendless.....	5-18	18	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
279	Untown Soldiers' Orphan School.....	Under 16....	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
280	Home for Friendless Children of the City and County of Lancaster.....	4-12	.....	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
281	Fresler Orphans' Home*.....	Under 16....	.....	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
282	McAlisterville Soldiers' Orphan School.....	Under 16....	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
283	Manassas Soldiers' Orphan School.....	7-16	16	Appropriations.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
284	Mercer Soldiers' Orphan School*.....	5-16	16	State appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
285	Emans Orphan Home.....	5-12	15	By endowment.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
286	Mount Joy Soldiers' Orphan School.....	6-16	16	Appropriation.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
287	Sisters of the Holy Humility of Mary.....	2-14	18	Industry of the community.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.
288	Baptist Orphanage*.....	3-10	No limit....	Contributions, legacies, &c.....	Placed in homes or returned to friends. Business callings found, homes or trades provided. Sent to friends. Returned to friends. Situations found.

* From Report of the Commissioner of Education for 1880.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
289 Bethesda Children's Christian Home*	2-10	No limit.....	Voluntary contributions.....	General house duties.....	Suitable employment or homes secured.
290 Burd Orphan Asylum of St. Stephen's Church.	4-8	18	Endowment	Embroidery, housework, sewing, typewriting, &c.	Given an outfit of clothing, \$25, and a trade or profession.
291 Church Home for Children*	2-9	18	Appropriation, contributions, and endowment.....	None	Outfit of clothing and situation provided.
292 The Educational Home.....	2-11	13	State appropriation, and board of children.....	None	Transferred to Lincoln Institution, where they board, and situations are found for them.
293 Foster Home Association.....	Boys, 2-9; girls, 2-6	Boys, 12; girls, 16	By endowment .....	.....	Endeavor to find homes.
294 Girard College for Orphans.....	Boys, 2-9; girls, 2-10	18	.....	Working in iron, baking, carpentry, gardening, and shoemaking.	Given an outfit of clothing worth \$60 and indentured to trades.
295 Home for Destitute Colored Children*	2-12	No limit.....	Contributions and endowment.....	None	Indentured until 18 years of age.
296 Jewish Foster Home and Orphan Asylum.....	4-10	14	State appropriations, contributions, and labor of inmates.	Trades and other employments.	Provided with situations.
297 Lincoln Institution	Under 9.....	No limit.....	Contributions and "lodging money" of the boys.	None	Effort is made to secure homes or trades for them.
298 Newboys' Aid Society*	Under 16.....	No limit.....	By contributions .....	.....	Indentured.
299 Northern Home for Friendless Children*	2-12	No limit.....	Donations, endowment, and subscriptions.	Farming, knitting, and sewing.	Bound for a term of years with privilege to learn a trade.
300 Philadelphia Orphan Asylum.....	Boys, under 6; girls, under 8.	Boys, 12; girls, 12-14.	Voluntary contributions.....	.....	.....
301 Presbyterian Orphanage in the State of Pennsylvania.	2-10	No limit.....	Contributions	Sewing, &c.....	Placed in homes or returned to friends.
302 St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.	2-18	18	.....	.....	.....

* From Report of the Commissioner of Education for 1880.
 † Buildings destroyed by fire in November, 1881; to be rebuilt in 1882; children temporarily cared for elsewhere.
 ‡ Suspended.

* From Report of the Commissioner of Education for 1880.

Buildings destroyed by fire in November, 1881, to be rebuilt in 1882: children temporarily cared for elsewhere.

Suspended.

TABLE XXII. — PART 1. — Statistics of homes and asylums for orphan or dependent children for 1881 — Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
829 St. Joseph's Orphan Asylum*.	1-10	18	Contributions and endowment.	General housework and cane seating.	Placed in good homes.
830 Home for Destitute Children	2-10	18	Voluntary contributions.	Domestic work, sewing, and farming.	Given an outfit of clothing.
831 Providence Orphan Asylum	2-10	18	Contributions.	Sewing and knitting.	Placed at service.
832 Jackson Orphan Asylum.	2-15	18	Contributions and interest on fund.	Household duties and sewing.	Bound out in good homes.
833 Norfolk City Female Orphan Asylum.	2-12	16	Endowment.	Domestic work, gardening, care of stock, &c.	Apprenticed.
834 Portsmouth Orphan Asylum*.	5-12	18-21	Contributions and donations.	Cigar making.	Placed at service in good homes.
835 Richmond Male Orphan Asylum*.	5-14	18-21	By charity.	Domestic work, sewing, and use of machine.	Good outfit of clothing and a home.
836 St. Joseph's Orphan Asylum.	3 and 12	18	By endowment.	Domestic work, sewing, knitting, fancy needle-work, &c.	Placed in homes.
837 St. Paul's Church Home.	5-10	No limit.	By contributions.	Housework and sewing.	Adopted into good homes.
838 Home for the Friendless*.	No limit.	No limit.	By contributions.	Darning, knitting, and wood splitting.	Adopted into homes.
839 St. Joseph's Orphan Asylum*.	2-16	No limit.	By contributions.	Domestic work, knitting, and sewing.	Adopted, indentured, or returned to friends.
840 Cadie Home and Hospital*.	No limit.	No limit.	Donations, board of inmates, proceeds of farm, &c.	Sewing, knitting, making of rag carpets, &c.	Situations are found for them.
841 St. Joseph's Orphan Asylum*.	2-12	12-18	By private charity.	General domestic duties, sewing, embroidery, &c.	Adopted into families.
842 St. Michael's Male Orphan Asylum.	2-12	Boys, 12; girls, 14.	By contributions.	General housework, farming, and sewing.	
843 Milwaukee Orphans' Asylum.	2-10	No limit.	Supported from St. Rose's Asylum.		
844 St. Joseph's Asylum.	2-6	No limit.	Voluntary contributions.		
845 St. Rose's Orphan Asylum.	5-12	No limit.	Endowment.		
846 Taylor Orphan Asylum*.	Under 10	No limit.			

	2-14 8-13	12 14 16 18-30	Voluntary contributions. Appropriation, contributions, and members' dues. Contributions and school Bequests, donations, and pro- ceeds from fairs. Invested funds of Cherokee Na- tional Council.	Housework, knitting, and sewing. General domestic duties. Agriculture and kindred branches, domestic du- ties, sewing, &c.	Placed in homes or at trade. Good homes secured. Homes found for them. Given an outfit of clothing and a trade. None.
283 German Orphan Asylum					
284 National Home for Destitute Colored Women and Children					
285 St. Joseph's Orphan Asylum	5-14				
286 St. Vincent's Female Orphan Asylum*	5-13				
287 Cherokee Orphan Asylum*	8-12				
288 St. Vincent's Asylum and Industrial Home.					

* From Report of the Commissioner of Education for 1880.

	0	6,387	5,446	58	40	97	1	88	10	25	73	...	83	83	83	83	83	88
German Evangelical Lutheran Orphan Asylum ^a	0	6,387	5,446	58	40	97	1	88	10	25	73	...	83	83	83	83	83	88
St. Agnes Orphan Asylum.....	1,300	1,300	1,300	28	18	40	3	...	...	22	17	1	22	23	22	...	...	...
Chicago Protestant Orphan Asylum.....	13,061	13,061	13,061	108	152	157	3	...	...	246	30	95	1	80	80	37	0	0
St. Joseph's Orphan Asylum.....	0	...	...	108	150	258	...	...	12	30	95	...	...	...	...	...	...	...
Union Orphan Asylum ^b	0	6,162	4,869	44	24	48	0	...	...	21	47	0	60	40	0	60	82	0
German Catholic Orphan Asylum ^c	0	32,063	31,631	50	46	98	0	...	...	16	80	0	76	76	0	76	0	0
Illinois Soldiers' Orphans' Home.....	54,794	54,794	48,156	105	144	309	...	...	279	80	40	269	250	250	250	300	1,500	100
Home for the Friendless.....	1,100	...	704	2	3	5	0	4	1	3	2	0	5	4	4	0	0	...
St. Alroy's Orphan Asylum.....	0	8,000	8,000	32	27	59	...	...	6	53	...	...	49	49	49	45	10	...
Woodland Home for Orphans and Friendless ^d	0	...	...	4	6	10	...	...	10	10	10	10	10	10	10	10	10	...
Evansville Orphan Asylum.....	3,000	4,832	4,832	33	35	46	23	67	1	24	43	1	23	36	23	...	...	...
Asylum for Friendless Colored Children.....	0	8,000	8,000	43	17	0	59	59	0	11	47	1	23	44	23	...	...	...
Indianapolis Orphans' Asylum.....	419,925	11,138	11,138	159	86	...	...	...	...	241	4	23	19	150	150	150	150	0
Jeffersonville Orphan Asylum.....	0	...	...	19	17	36	...	...	...	...	...	...	12	12	12	...	...	...
Indiana Soldiers' Orphans' Home ^e	0	20,000	20,000	87	40	127	0	127	0	100	27	0	98	73	68	50	127	250
St. Joseph's Orphan Asylum.....	0	7,000	7,000	88	...	...	...	...	...	72	25	87	6	80	50	...	...	...
St. Joseph's Orphan Asylum and Manual Labor School.....	0	2,644	2,644	4	44	48	0	48	17	31	...	...	40	35	27	...	...	...
Home of the Friendless.....	0	1,833	1,833	22	...	...	...	...	...	...	...	...	80	80	43	1	...	...
Wernle Orphans' Home.....	0	5,000	5,000	56	42	98	...	...	40	56	...	...	25	25	14	...	...	...
Rush County Children's Home.....	0	...	...	20	10	23	8	...	...	...	...	...	...	...	...	...	...	...
Henry County Children's Home.....	0	5,000	5,000	...	133	...	...	90	43	42	91	0	113	53	80	...	...	70
St. Ann's Female Orphan's Home.....	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hamilton County Children's Home.....	0	1,765	1,765	15	13	26	1	27	10	17	...	...	23	16	16	...	...	10
German and English Asylum for Orphans and Destitute Children.....	0	940,448	940,118	80	92	173	0	...	40	132	0	100	160	160	160	172	100	100
Soldiers' Orphans' Home and Home for Indigent Children.....	0	4,200	4,100	50	32	81	1	...	...	...	...	...	6	...	0	0	200	25
Home for the Friendless ^f	0	8,000	8,000	95	...	...	...	3	93	50	45	...	40	20	20	...	...	...
St. Thomas' Orphan Asylum.....	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Covington Protestant Children's Home ^g	0	6,000	6,000	7	48	55	0	55	0	12	43	0	20	20	15	0	1	500
Baptist Orphans' Home.....	0	1,546	1,405	13	26	0	2	24	15	11	0	(c)	(c)	(c)	(c)	...	...	...
German Baptist Orphan Home.....	21,813	9,802	9,802	87	82	0	2	80	87	45	0	61	61	61	61	100	0	...
Masonic Widows' and Orphans' Home ^h	128,573	726,635	721,067	49	A66	115	0	115	0	83	82	0	80	60	45	0	250	50
Orphanage of the Good Shepherd ⁱ	0	7,450	7,301	35	...	...	...	24	11	13	18	...	35	35	35	...	...	150
St. Joseph's German Orphan Asylum.....	30,000	7,000	6,500	47	43	90	...	75	15	50	40	...	63	51	51	...	...	...
Kentucky Female Orphan School ^j	6100,000	7,685	7,219	...	78	76	...	...	...	...	...	...	...	...	...	...	...	...
Cleveland Orphans' Institution ^k	875,000	85,000	...	...	26	26	...	26	...	...	...	...	24	15	16	...	...	...
Orphans' Home Society ^l	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Asylum for Destitute Orphan Boys ^m	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Jewish Widows' and Orphans' Home ⁿ	0	25,307	25,792	56	56	111	...	54	20	34	0	54	54	54	0	...	...	...
Louisiana Asylum.....	0	...	...	...	...	...	...	107	4	81	80	...	87	87	87	25	63	455
Louisiana Freedmen's Baptist Orphans' Home.....	0	400	500	4	5	0	9	9	3	6	...	...	72	72	72	...	...	...
Mt. Carmel Female Orphan Asylum ^o	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Orphanage.....	0	1,099	1,036	...	150	150	...	150	...	...	...	...	150	150	150	...	...	...
The Protestant Orphans' Home.....	42,300	3,000	3,000	39	57	96	0	...	...	...	...	...	85	85	85	...	...	...
Children's Home.....	0	4,500	4,500	13	23	36	0	...	...	...	...	...	1	30	30	...	...	200

* From Report of the Commissioner of Education for 1890. ^e Sex not reported.
^f For two years.
^g Not yet opened.
^h In 1878.
ⁱ Children attend public school.
^j Includes value of real estate.
^k There were ten widows in the home not here included. ^l Estimated.
^m From collections only.
ⁿ Institution practically suspended since 1874. Buildings in process of reconstruction.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Amount of permanent fund	Income.	Expenditure.	Present inmates.						Instruction; number taught —						Number of volumes.	Increase in the last school year.	Library.	
				Sex.		Race.		Parent- age.		Orphanage.		Reading.	Writing.	Arithmetic.	Drawing.				Music.
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.								
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
77 Asylum of Our Lady of Lourdes	\$0			189	220	409				7			350	270	270	0	0		
78 Female Orphan Asylum of Portland	33,000	\$3,630	\$2,763	0	32	32	0	27	5	6	18		25	23	14	32			
79 Boys' Home		14,601	14,148	79	79			58	21	40	39		79	79	79			1,350	150
80 General German Orphan Asylum*				50	36	(86)				29	57	0	60	60	60	60	60	75	35
81 Hebrew Orphan Asylum of Baltimore*	22,000	6,000	7,000	16	22	38	0	24	14	16	23	0	20	20	20		1	150	24
82 Home of the Friendless				80	60	140	0						140	140	140				
83 Orphan Asylum for Colored Girls				34															
84 St. James' Home for Boys	6,000		8,000	38		38		33	5	13	25		38	38				273	31
85 St. Mary's Female Orphan School		8,000	8,000	0	140					100	40	140	140	140				300	25
86 St. Paul's Orphan Asylum		3,000	3,000	25		25				5	19	1	23	23				10	
87 Baltimore Manual Labor School for Indigent Boys	75,000	6,000	6,000	43		43		43		6	23	43	43	43				300	25
88 Home for Friendless Children of the Diocese of Eastern	6,000	1,000	1,000	19	19	0	19			1	18		14	14	14			300	25
89 Baldwin Place Home for Little Wanderers	50,000	16,000	16,000	72	44	116	0	116		58		0	116	90	90	0		300	
90 Boston Female Asylum	229,000	14,000	14,000	0	84	84	0												
91 Children's Friend Society	40,000			22	35	54	3	28		7	50		30	30	30	30	30		
92 Children's Mission to the Children of the Destitute in the City of Boston.*	550,000	11,378	10,000	(35)	35														
93 Church Home for Orphan and Destitute Children	70,000	8,741	8,444	50	50	100							100	100	100		100	400	
94 House of the Angel Guardian	0	17,653	17,252	133		133				54	65	0				0	3	300	
95 Dr. Martin Luther Orphan Home*		4,000	6,000	21	12	32	1					0	31	31	31	31	150		
96 St. Vincent's Orphan Asylum				149	149	0						135	120	120		3			
97 Flaverhill Children's Aid Society	7,000			7	6	13													
98 Protector of Mary Immaculate		5,075	5,044	39	28	67		7	60	25	40	2	48	48	40		2		
99 New Bedford Orphan Home	65,000	6,774	4,275	12	20	32	0	17	15	4	25	0	24	22	11	11	11		
100 Kew-Forest Home for Orphan and Destitute Girls	4,000	2,798	2,578	104	379	377						369	370	369		298		400	23
101 Massachusetts Infant Asylum	0	62,000	61,994	312				65	31	34	30	4	65	70	0	0		400	23
102 City Orphan Asylum		6,000	6,000	48				40		0		0	0	0				400	23
103 Worcester Orphan Asylum	105,000	27,131	26,797	14	23	41	0	0		0	34	0	16	16	16	16		400	23
104 Children's Home	614,600	47,131	46,747	14	23	41	0	0		0	34	0	16	16	16	16		400	23
105 Children's Home	14,000	4,000	4,000	14	23	41	0	0		0	34	0	16	16	16	16		400	23

	2,117	2,117	(60)	5	90	51	44	80	80	0	0
109 Ladies' Protestant Orphan Asylum*	2,117	2,117	95	95	5	90	51	44	80	0	0
110 St. Anthony's Male Orphan Asylum	8,657	7,961	30	125	41	100	55	90	65	0	150
111 St. Vincent's Female Orphan Asylum*	8,000	7,960	80	80					106	70	3
112 St. Vincent's Male Orphan Asylum*	6,000	6,000							0		500
113 Home for the Friendless	3,768	1,901	70	43	110	2	82	30	4	20	(b)
114 Children's Home	1,505	1,000	0	12	12	8	4	4	(b)	(b)	0
115 St. Joseph's Orphan Asylum	2,000	2,000	20	43	63	63	10	53	63	63	0
116 St. Mary's Orphan Asylum	112	1,623	13	13					13	13	13
117 St. Paul Protestant Orphan Asylum	3,400	2,400	23	11	34	0	14	20	34	0	0
118 D'Evereux Hall*	4,421	4,328	50	0	50	0	44	6	27	23	0
119 St. Mary's Orphan Asylum*	3,895	4,184	73						39	83	68
120 Catholic Protectorate of St. Louis*			86						36	26	36
121 St. Joseph's Roman Catholic Orphan Asylum			0	88	38	0	20	7	16	12	30
122 Home of the Friendless			9	11	20	0			20	20	0
123 Episcopal Orphans' Home*	6,000	6,000	20	80	0				0		0
124 German St. Vincent's Orphan Asylum*	10,000	8,000	71	55	126	0	126	0	60	66	13
125 Home of the Good Shepherd (Class of Preservation)									80	40	115
126 St. Bridget's Half-Orphan Asylum			107	107					7	100	75
127 St. Joseph's Convent of Mercy*			250						30	220	250
128 St. Joseph's Male Orphan Asylum	2,400	2,429	21	15	36				16	20	80
129 Central Wesleyan Orphan Asylum			64	25	89	0	45	44	84	15	80
130 St. Louis Protestant Orphan Asylum			29	19	48	0			0	73	15
131 State Orphans' Home			9	17	26				5	43	78
132 Orphans' Home	2,526	2,158	15	16	30	1	81	17	24	16	30
133 New Hampshire Orphans' Home	2,000	2,000	18	10	18		18	0	26	20	250
134 Children's Home*	2,043	2,043	21	9	30				0	(b)	20
135 Camden Home for Friendless Children			10	6					16	16	16
136 West Jersey Orphanage for Destitute Colored Children			17	23	89	0	11	28	8	30	0
137 Children's Friend Society*			6,000	17	24	0	24	0	5	19	0
138 Union Association of the Children's Home of Burlington County	1,000	1,577	18	6	24	0	37	44	38	45	0
139 Newark Orphan Asylum	39,640	9,777	47	84	81				80	1	50
140 Orange Orphan Home*	20,000	9,777	18	23	39	2			50	37	68
141 Paterson Orphan Asylum	22,661	7,139	(64)						3	25	25
142 St. Mary's Orphan Asylum*			100	100	200						16
143 Albany Orphan Asylum	38,233	36,281	163	90	253	0	63	190	74	179	800
144 Orphans' Home of St. Peter's Church	1,775	1,204	0	20	20	0			10	0	20
145 St. Vincent's Female Orphan Asylum	18,515	17,264	368						38	54	0
146 Cayuga Asylum for Destitute Children	10,510	10,891	122						90	88	80
147 Davenport Female Orphan Institute	7,194	7,260	63	23	81	10	91	0	71	15	50
148 St. Mary's Catholic Orphanage	34,216	34,180	71						0		30
149 Susquehanna Valley Home	7,760	6,914	54	48					71		
150 Brooklyn Howard Colored Orphan Asylum*	9,373	9,373	95	6	101	0	15	55	0	90	0
151	27,543	27,543	50	27	77				0	0	0
152 Brooklyn Union for Christian Work*	4,000	4,000									2,200

d Indian.

e In 1878.

f Estimated.

g Including payment of mortgage of \$2,400.

* From Report of the Commissioner of Education for 1890.

† Children attend public schools.

‡ Includes report of the Springfield Home for Friendless Women.

§ The Newark Orphan Asylum Association has four auxiliary societies: At Newark, New Brunswick, Bloomfield, and Morristown.

¶ Number under instruction only.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.							
				Sex.	Race.	Parent age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.						
						Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.			Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Musical.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Convent of the Sisters of Mercy.....		\$70,233	\$64,835		287									115	115	115	125		0		
Home for Destitute Children a.....		627,000	527,000		(325)	225	0							40	82	30			50		
Home of the Good Shepherd.....		64,680	55,697		305	305		125	180	23	46			298	301	201	163	389	813		
Orphan Asylum Society of the City of Brooklyn*.....	\$45,750	33,717	28,230	200	139	339	129	210	51	298				50	50	50	60		153		
Orphans' Home, Church of the Holy Trinity.....	673,999	21,717	22,438	37	24	61		61		80	31	0		80	70	70			300		
Orphans' House on the Church Charity Foundation of Long Island.	12,000			43	38	80											80	1,700			
St. John's Home.....			680	680				235	395					460	398	398	400	400	375		
St. Joseph's Female Orphan Asylum.....			0	563	559	3		35		125	387			410	400	410	0	0	70		
St. Vincent's Home for Homeless and Destitute Boys.....		5,898		35		35	3	32	3	35				35	35	35			13		
Asylum of Our Lady of Refuge.....					34	34		6	28	3	31			34	34	30					
Buhalo Orphan Asylum.....	635,000		15,954	58	25	58															
Church Charity Foundation.....	13,097	7,218	6,880	23	27	73	0							44	24	44	12	50			
Evangelical Lutheran St. John's Orphans' Home.....		8,423	8,397	36	37	58	0	1	72	43	30	0	70	70	70	70	70	1,040	40		
German Roman Catholic Orphan Asylum.....		20,602	20,479	67	39																
St. Vincent's Female Orphan Asylum.....		13,217	12,279	75	75					10	65			57	38	47					
Ontario Orphan Asylum.....	27,250	5,484	4,738	55	17	69	3							58	72	72	0	0	130		
St. Mary's Orphan Asylum.....		1,473		15																	
St. Mary's Orphan Asylum.....				16																	
Orphan House of the Holy Saviour.....		8,953	8,784	22	51		72	1	73	0	14	25		34	40	40		73	100		
St. Mary's Orphan Asylum and School.....	0	3,953	3,555	2	24	26	0	11	15	5	21	0	26	20	20	14	2	250	25		
St. Malachy's Home.....		16,746	16,746	97	78	175	0	22	152	28			1	135	130	130		4	50		
Southern Tier Orphans' Home.....	2,000	8,012	7,136	17	21	83	6	34	4	18	3	31	20	30	20	20	30	31	80		
Hudson Orphan and Relief Association.....	60,415	10,803	6,900	44	23	67		40	27	28	42	0	(c)	(c)	(c)	(c)	(c)	(c)	0		
Home of the Friendless.....		5,063	4,003	20	30																
Western Orphan Farm School of the Evangelical Lutheran Church.....	0	4,350	4,273	32	27	55	0	50	9	40	15	0		50	50	50	50	50	33		
Home for the Friendless.....	31,111	5,154	4,170	84	11	45		366	555	34	48	0	23	19	34			100			
St. Vincent's Female Orphan Asylum.....	150,000	30,700	4,170	104	137	104		106	137	07	198		250	250	170	157		1,400			
St. Vincent's Female Orphan Asylum.....	150,000	30,700	4,170	104	137	104		106	137	07	198		250	250	170	157		1,400			

183	Hospital of New York Society for the Relief of the Ruptured and Crippled.	0	42,610	42,610	91	84	175	47	128	16	49	1	175	175	175	620	168
184	Howard Mission and Home for Little Wanderers A.....	0	19,000	18,500	1	...	1	...	1	...	...	...	...	...	...	...	...
185	Institution of Mercy.....	0	25,084	24,847	206	206	...	68	138	27	115	...	...	...	...	...	...
186	Ladies' Deborah Nursery and Child's Protectory.....	0	17,552	109	109	0	...	...	...	...	...	...	...	...	...	...	...
187	Ladies' Home Missionary Society (Five Points Mission).....	0	16,965	391	496	887	0	23	864	3	47	0	867	887	887	2,822	1,006
188	Leake and Watts Orphan House.....	0	24,908	84	60	144	0	103	41	144	0	0	128	139	128	25	139
189	New York Society for the Prevention of Cruelty to Children.....	16,601	15,283	101	65	106	0	156	10	103	68	...	...	...	...	...	...
190	Orphan Asylum Society of the City of New York.....	17,914	17,038	67	74	141	0	...	...	...	...	...	...	...	...	...	...
191	Orphan's Home and Asylum of the Protestant Episcopal Church.....	0	423,800	419,192	373	373	...	...	...	...	...	...	...	...	...	...	...
192	Roman Catholic Orphan Asylum.....	0	()	()	168	168	...	12	156	81	87	...	...	...	...	...	...
193	Roman Catholic Orphan Asylum.....	0	()	()	481	481	...	196	235	99	332	...	...	...	...	...	...
194	Roman Catholic Orphan Asylum.....	0	()	()	49	51	100	...	...	...	...	...	...	...	...	...	...
195	St. Barnabas House.....	0	6,649	3	53	...	...	...	...	...	...	...	...	...	...	...	...
196	St. James' Home.....	60,000	81,254	28,803	190	218	...	45	170	80	213	...	...	...	...	...	...
197	St. Joseph's Asylum in the City of New York.....	0	24,212	24,212	145	27	412	86	326	163	259	...	...	...	...	...	...
198	St. Stephen's Home for Children.....	0	15,736	14,289	61	97	...	...	...	...	...	...	...	...	...	...	...
199	St. Vincent de Paul Orphan Asylum.....	0	48,826	230,011	63	83	145	0	48	97	3	102	0	136	125	1	145
200	The Sheltering Arms.....	0	1,900	91	60	54	151	...	...	...	...	...	...	...	...	...	...
201	The Society for the Relief of Half-Orphan and Destitute Children.....	0	33,613	32,114	90	40	...	...	...	...	...	...	...	...	...	...	...
202	Union Home and School.....	0	20	14	33	1	28	...	...	...	...	...	...	...	...	...	...
203	Oswego Orphan Asylum.....	0	()	()	63	0	...	42	20	0	54	...	...	...	...	...	...
204	Roman Catholic Orphan Asylum.....	0	1,724	1,652	8	11	19	0	3	18	0	...	...	...	...	...	...
205	Children's Home.....	0	5,778	5,618	35	13	...	...	...	...	...	...	...	...	...	...	...
206	Home for the Friendless of Northern New York.....	0	6,843	6,291	38	35	...	...	...	...	...	...	...	...	...	...	...
207	Westchester Temporary Home for Protestant Children.....	0	9,677	9,164	23	25	47	0	...	...	...	...	...	...	...	...	...
208	St. Mary's Orphan Asylum.....	0	7,787	7,822	19	16	...	...	...	...	...	...	...	...	...	...	...
209	Fenwick Orphan Asylum.....	0	23,000	13,952	74	25	94	5	9	90	8	49	23	71	71	71	960
210	Western New York Home for Homeless and Dependent Children.....	0	7,589	7,827	33	56	...	...	...	...	...	...	...	...	...	...	...
211	Church Home of the Protestant Episcopal Church.....	0	8,725	8,725	116	116	...	...	...	...	...	...	...	...	...	...	...
212	New York State Children's Home Association.....	0	6,083	6,083	1	68	68	2	68	2	15	0	62	42	42	0	0
213	Rochester Orphan Asylum.....	0	12,000	12,000	90	49	...	...	...	...	...	...	...	...	...	...	...
214	St. Joseph's German Orphan Asylum.....	0	7,787	7,827	33	56	...	...	...	...	...	...	...	...	...	...	...
215	St. Mary's Orphan Boys' Asylum.....	0	6,359	6,083	1	68	68	2	68	2	15	0	62	42	42	0	0
216	St. Patrick's Female Orphan Asylum.....	0	12,000	12,000	90	49	...	...	...	...	...	...	...	...	...	...	...
217	Ontario County Orphan Asylum.....	0	7,787	7,822	19	16	...	...	...	...	...	...	...	...	...	...	...

From Report of the Commissioner of Education for 1880.
 * This home was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association; it is intended as a home for such very poor children as require a home as well as a school.
 † This money is used for support of six industrial schools and for the Home for Destitute Children.
 ‡ Value of estate.
 § For the year 1879.
 ¶ Children attend public school.

† Amount received from subscriptions only; part of this goes to the Hebrew united charities.
 ‡ Includes report of eleven industrial day schools.
 § The object of this mission is mainly to assist families in their own homes.
 ¶ The first of these amounts includes the income and the second the expenditure of the asylum at Peekskill, the Prince Street Asylum, and the Madison Avenue Asylum, New York City, all being under the control of the Roman Catholic Orphan Asylum in the city of New York.

Includes a balance of \$10,577 on hand January 1, 1881.
 † Includes \$12,850 for new buildings.
 ‡ Buildings destroyed by fire in 1880, and school suspended; to be reopened in 1882.
 § Includes \$11,500 for building.
 ¶ There are 7 adults in the home.
 † To be opened January, 1882.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.	Race.		Parent- age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.			
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.				Reading.	Writing.	Arithmetic.	Drawing.	Musical.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
218 St. Joseph's Asylum and House of Providence.		\$10,409	\$10,337	81	24														
219 St. Vincent de Paul's Asylum and School.	90			101	101			27	74	70	25		95	95	95	95			
220 St. Vincent's Female Orphan Asylum.		10,770	10,667	146	146			146		25	121		120	110	110		1	200	
221 Troy Catholic Male Orphan Asylum.	58,500	14,437	15,728	229				49	171	30	164		180	136	152		110	311	28
222 Troy Orphan Asylum.	16,000	12,608	11,753	65	44	109		49	60	9	74		99	63	90		90	550	13
223 House of the Good Shepherd.	140,363	8,606	8,448	18	24	38		4	20	22			32	30	22		32		
224 Utica Orphan Asylum.		12,620	15,709	76	43	113		6	22	8	79		109	43	43			664	
225 Thomas Asylum for Orphan and Destitute Indian Children.		8,360	9,240	52	56								93	93	75		108		
226 Jefferson County Orphan Asylum.		4,500	4,500	15	9	19		5		12	68		20	20	15			880	
227 Society for Relief of Destitute Children of Seamen.	50,000	10,050	11,148	54	35			29	60	12	68		80	75	75		7	72	
228 St. Joseph's Male Orphan Asylum.		6,233	5,840	104		103		1		21	66		87	70	70		15	73	
229 Orphan Asylum.	1,000	14,700	14,700	72	76	148			148	0			148	148	148			250	
230 St. James' Home.	0	1,200	850	40	45	85				10	35		85	85	85		85	300	
231 Belmont County Children's Home.	0	8,853	8,611	46	26	67		5					46	50	46		(a)	400	
232 The Children's Home.	8,907	13,156	401	316	717					23	70		44	35	30		0	200	30
233 Cincinnati Orphan Asylum.	100,000	10,000	10,000	88	156			0	6	43	23		0	43	35		0	320	0
234 Class of Preservation, Convent of the Good Shepherd.	58,588	27,823	4,580	53	51	104		0	1	108	75		0	681	681		0	0	0
235 German General Protestant Orphan Asylum.		1,289	26,068	13	9					23	17		2				0		
236 New Orphan Asylum for Colored Youth.	0	14,000	120	115	335					13	7		2	160	160		30		
237 St. Aloysius Orphan Asylum.	40,000	16,000	(54)							9	213		270	270	270		12	61,000	40
238 Cleveland Protestant Orphan Asylum.	650,000	9,185	1,011	270	70			261	0	58	213		40	20	20		0	700	
239 Jewish Orphan Asylum, I. O. B. B.	101,207	45,760	43,062	0	70	70		0	70	0	50		40	20	20		0		
240 St. Joseph's Orphan Asylum.	0			100	100			64	6	18	82		200	90	100			125	25
241 St. Mary's Orphan Asylum.	9,127	17,770	9,287	316	210					144	72		100	90	100				
242 St. Vincent's Male Orphan Asylum.	0	18,165	17,408	91	60	132		12	141	8	102		96	86	86		0	0	
243 Franklin County Children's Home.	0	9,000	9,000	65	65	65		34	41	47	17		1	65	65		4	4,000	
244 St. Joseph's Orphan Asylum.	0	9,000	9,000	76	90			53	125	60	120		140	115	90		180	500	50
245 St. Vincent's Orphan Asylum.		12,320	12,320	76	90			31	10	91			21	21	21		0		
246 Montgomery County Children's Home.	4,000	2,745	1,604	10	11			31	10	91			21	21	21		0	0	0
247 St. Vincent's Orphan Asylum.	15,000	2,510	1,604	10	11			31	10	91			21	21	21		0	0	0

	34,000	4,109	46	10	56	0	1	260	21
WASH COUNTY ORPHANS ASYLUM AND CHILDREN'S HOME*									
251 Morgan County Children's Home									
252 Washington County Children's Home*		7,227	46	20	57	8	4 31	0 42	23 15 10 65
253 Fairmount Children's Home		10,565	86	33	106	12	31 80	7 70	26 30 8 12
254 Home for Friendless Children*	3,000	1,000	6	2	8		2 6	6 2	
255 Orphan Home									
256 Scioto County Children's Home		8,473	6,411	32	18	50	36 14	9 23	1 84
257 Clarke County Children's Home	0	6,163	56	11	55	12	60 7	2 56	56 1 0 75
258 Citizen Hospital and Orphan Asylum		2,000	63	85	98		49 28	60 10	78 78 28 1
259 German Evangelical Lutheran Orphans' Asylum	0	2,280	209	13	42	0	12 30	28 13	1 36 38 29 1 40
260 Protestant Orphans' Home		*8,159	2,928	23	20	89	4	5 34	4 29 29
261 Knapp Children's Home		11,530	11,336	42	36	61	78 0	6 53	0 66 66 51 0 0
262 Ohio Soldiers and Sailors' Orphans' Home	0	122,000	101,000	389	214	602	1 114	410	575 575 531 0 575 1,226 326
263 The John McIntire Children's Home									
264 Children's Home (Ladies' Relief Society)	0	4,075	2,035	14	9	23	0	2 0	13 13 6 13 0 82 0
265 Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny)		1,595	1,877	30	18	0	48	15 29	4 20 12 12
266 House of the Good Shepherd	0	12,000	0	95	95	0	85 10	1 8	17 10 10
267 Protestant Orphan Asylum of PITTSBURGH and ALLEGHENY	200,000	12,391	98	60	158	0	134	70	70 40 158 500 100
268 St. Joseph's Orphan Asylum*		8,431	7,327	90	86	176	0 160	16	130 130 130 2
269 St. Paul's Orphan Home	0	3,000	3,500	25	15	40	17 23	40 35	35 2 100
270 White Hall Soldiers' Orphan School	0		142	118	260		60 200	220 220	220 260 260 20
271 Chester Springs Soldiers' Orphan School*			123	75	188		23 100	198 198	198 140 1,200
272 Dayton Soldiers' Orphan School	15,500	28,500	90	92	182	0	182 0	75 107	182 182 182 350 0
273 Home for the Friendless*	15,500	2,970	31	30	61	1	51 10	6 48	1 50 46 40 20 60 820 20
274 St. Joseph's Orphan Asylum	3,431	5,000	38	80	117	1	118	40 70	8 88 50 40 6 6
275 Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church	26,000		52	21	73	0	26 47	0 70	50 50 13 73 1,050 0
276 Pauline Home for Children*			5	3					
277 Harford Soldiers' Orphan School		32,599	122	125	247	0	247 0	20 40	0 247 247 247 247 300 50
278 Home for the Friendless	5,100	2,000	15	15	0	15	1 14	15 15	15 15 15 150
279 Untown Soldiers' Orphan School		25,000	192	89	187	4	191	191 191	191 191 191 191
280 Home for Friendless Children of the City and County of Lancaster.	3,000	8,492	78	30	100	8		108	108 108
281 Fresler Orphans' Home*			(120)						
282 McAllisterville Soldiers' Orphan School	0	30,000	129	92	221	0	60 120	0 211	211 211 65 221 860 160
283 Mansfield Soldiers' Orphan School			125	94	219		24 213	0 238	238 238 238 110 30
284 Mercer Soldiers' Orphan School*		40,000	164	124	298	0	2 17	19 17	17 17 17 300
285 Emmaus Orphan Home		7,000	9	10	19	19	4 292	262 262	262 262 262 500 200
286 Mount Jay Soldiers' Orphan School		45,000	168	124	288	4	16 14	1 27	2 26 20 26 6 3,000 100
287 Sisters of the Holy Humility of Mary	0		4	28	30	0	13 5	1 17	10 9 9 0 14
288 Baptist Orphanage		3,391	3,693	10	8	18	0	17	10 9 9 0 14
289 Bethesda Children's Christian Home*		7,000	6,500	63	57	120	43 17	25 35	0 60 56 25 60 4,000
290 Burd Orphan Asylum of St. Stephen's Church	1,800	17,838	16,458	60	60		8 85	0 87	87 87 87 60 4,000
291 Church Home for Children*	400,000	12,738	11,412	3	90	93	0 93	8 35	0 60 56 25 60 4,000
292 The Educational Home		c25,699	c52,839	c181	0				
293 Foster Home Association			50	50	100	0	100	100	100 0 0 0 0 0 0
294 Girard College for Orphans	9,383,437	867,879	433,383	878	878		(878)	100 100	100 0 0 0 0 0 0 7,922 375

* From Report of the Commissioner of Education for 1890.

a Children attend public school.

b In 1878.

c For the year 1880.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

No.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.						
					Sex.	Race.		Parent-ages.	Orphanage.			Instruction: number taught—				Number of volumes.	Increase in the last school year.				
						Male.	Female.		White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.			Reading.	Writing.	Arithmetic.	Drawing.	Music.
295	Homes for Destitute Colored Children*	\$29,642	\$3,222	\$3,534			(30)			30											
296	Jewish Foster Home and Orphan Asylum		15,000	28 13 41									5	27							10
297	Lincoln Institution	610,000	642,311	641,424 665											0						22,000 0
298	Newboys' Aid Society		3,640	3,645																	0 0
299	Northern Home for Friendless Children																				10
300	Philadelphia Orphan Asylum	200,000	14,311	13,213 45 53 100									(100)	0							22,000 0
301	Philadelphia Orphanage in the State of Pennsylvania		60,150	65,450 31 28 59 0										0							10
302	St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls	0	0	0																	0 0
303	Soldiers' Orphan Institute	0	40,000	185 132 317 0											0						500
304	Southern Home for Destitute Children	25,000	9,000	9,144 78 10 108 0											0						500
305	"The Shelter" for Colored Orphans		19,674	19,364 (73) 0											0						100
306	Union Temporary Home																				
307	Western Home for Poor Children																				
308	St. Michael's Orphan Asylum		4,275	4,751 14 0 20 13 7									20	13	7	17	17	0	3		
309	Renewal Association Home for Children	0	749	753 9 3 12 0 4									8	1	8	(d)	(d)	(d)	(d)	250	
310	St. Catherine's Female Orphan Asylum												34	34	32 2 16 18	30	30	30	6		
311	Home for Friendless Women and Children*												18	20 38	7 31 27 10 1	22	9	9			
312	St. Vincent's Orphan Asylum		8,180	6,809 69 69 129										40	89	119	119	119	2		
313	Homes for Friendless Children															(d)	(d)	(d)	(d)		
314	Allegheny County Home																				
315	Bethany Orphan Home		772,037	772,037 17 6 22																	
316	Children's Home for Borough and County of York		8,500	8,909 31 18 40 0									45	4	8 41	0	47	35	35	49	
317	Industrial Home for Destitute Children																				
318	St. Mary's Orphanage		1,197	1,130 6 12 20 0									5	5	4 7	10	10	10	10		10
319	Children's Friend Society		0,000	11,000 40 32 20 0									10	60	10	60	(d)	(d)	(d)		
320	Protestant Association for the Benefit of Colored Children	20,075	3,460	3,442 6 17 0									25	95	6	21	16	14	14		20
321	Protestant Episcopal Orphan Asylum	25,000	15,000	12,760 129 139 270 0									97	133	43	100	90	100	100	400	0
322	Protestant Episcopal Orphan Asylum	0	84,000	94,000 125 0 125												15	47	0	200	200	0
323	Protestant Episcopal Orphan Asylum	0	1,400	1,400 12 22 34 0												0	100	0	100		0
324	Protestant Episcopal Orphan Asylum	0	1,400	1,400 12 22 34 0												0	100	0	100		0

328	St. Mary's Orphan Asylum*	2,101	11	20	31	0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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*From Report of the Commissioner of Education for 1880.

a In 1879.

For the year 1890.

For the year 1990:
Included report of Seaside Home

100 per cent of the population.

Sex not reported.

These figures are for all departments of the home.

Buildings destroyed by fire in November, 1881; to be rebuilt in 1882; children temporarily cared for elsewhere.

DATE OF DEATH: 1900

Suspended.

From Howard Association.

For salary of matron and teacher.

FOR EVERY WOMAN

TABLE XXII.—PART 2.—*Statistics of infant asylums for 1881.*

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employees.		Total number of infants received since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Little Sisters' Infant Shelter.....	San Francisco, Cal. (512 Mission street).	1874	1874	Mrs. Jane Temple, matron.....	Non-sect.....	.....	6	.....
2 Day Nursery, Union for Home Work*.....	Hartford, Conn.....	1872	1872	Sarah C. Kellogg, manager.....	Non-sect.....	.....	.....	.....
3 Foundlings' Home.....	Chicago, Ill. (111 South Wood street).	1872	1871	Dr. George E. Shipman.....	Non-sect.....	.....	30	8,000
4 St. Vincent's Infant and Foundling Asylum.....	Louisville, Ky.....	1868	.....	Sister Charleantia.....	R. C.....	.....	13	780
5 St. Vincent's Infant Asylum*.....	New Orleans, La. (Magazine street).	.....	.....	Sister Mary Agnes, sister servant.....	R. C.....	.....	14	.....
6 St. Vincent's Infant Asylum.....	Baltimore, Md. (corner Townsend and Division streets).	1857	1856	Sister Maria.....	R. C.....	.....	24	8,000
7 Boston North End Mission (nursery department).....	Boston, Mass. (201 North street).	1867	1873	Rev. Samuel T. Frost.....	Baptist.....	0	2	3300
8 Day Nursery*.....	Boston, Mass. (39 North Bonnet street).	.....	.....	Miss P. G. Adam, directress.....	.....	.....	87	100
9 Massachusetts Infant Asylum.....	Boston, Mass. (Boylston Station).	1867	1867	Miss Elizabeth Clapp, matron.....	Non-sect.....	.....	410	4916
10 St. Mary's Infant Asylum*.....	Boston, Mass. (Bowdoin street, Dorchester district).	.....	.....	Sisters of Charity.....	R. C.....	.....	6	4328
11 House of Providence*.....	Detroit, Mich.....	1872	1869	Sister M. Ellen.....	R. C.....	1	11	1,118
12 Woman's Hospital and Foundlings' Home*.....	Detroit, Mich.....	1860	1869	Emily F. Wells, M. D.....	Non-sect.....	.....	.....	1,183
13 Babies' Nursery.....	Albany, N. Y. (562 Clinton avenue).	.....	.....	Mrs. E. A. Vase, matron.....	.....	.....	.....	.....
14 The Brooklyn Nursery.....	Brooklyn, N. Y. (189 Prospect Place).	(/)	1871	Mrs. Eugenie Warner, matron.....	Non-sect.....	0	14	906
15 Day Nursery of the Brooklyn Children's Aid Society.....	Brooklyn, N. Y. (130 Van Brunt street).	.....	1881	Richard D. Douglass.....	Non-sect.....	.....	1	102
16 Home Nursery of the Industrial School Association.....	Brooklyn, N. Y.....	.....	.....	Mrs. Gertrude L. Vanderbilt, secretary.....	Non-sect.....	.....	.....	.....
17 Sheltering Arms Nursery (Protestant Episcopal Church).....	Brooklyn, N. Y. (187 Dean street).	1855	.....	Mrs. E. C. Hardy, lady in charge.....	Non-sect.....	.....	.....	.....
18 Buffalo Widows' and Infants' Asylum.....	Buffalo, N. Y. (106 Edward street).	1852	1848	Sister M. Clarence Walker.....	R. C.....	0	10	8,778

		1869	1860	Sister M. Irene, directress	R. C.	142	10,802
21	New York, N. Y. (175 Sixty-eighth st., between Third and Lexington avenues).	1865	1871	Mrs. Margaret Enever, matron	Non-sect.	0	1,885
22	New York, N. Y. (Sixty-first street and Tenth avenue).	1854	{1854} {1870}	Mrs. Mary A. Du Bois, first directress	Non-sect.	510	518,912
23	New York, N. Y. (Lexington ave. and Fifty-first st.)	.....	.....	.....	Non-sect.	.....	.....
24	New York, N. Y. (Fifty-first st.)	.....	.....	.....	.....	.....	.....
25	New York, N. Y. (251 East Houston street).	1863	1858	Mrs. Anna B. Albertson	Non-sect.	0	6,500
26	Day Home	1873	1863	Mrs. Margaret Lafferty, matron	Non-sect.	4	.....
27	Day Nursery for Children	0	1878	Mrs. M. J. Woods, matron	Non-sect.	3	230
28	Lombard Street Day Nursery	1873	1873	Mary Spencer, matron	Non-sect.	0	716
29	Philadelphia Home for Infants	.....	.....	Mrs. Susan Lealey	.....	.....	.....
30	St. Mary Street Home and Day Nursery	.....	.....	Sister Simeon, sister servant	R. C.	9	.....
31	St. Vincent's Infant Asylum*	1863	1877	Sister Agnes Relihan	R. C.	2	1,687
	St. Ann's Infant Asylum	.....	1860	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.
 a Up to the close of the year 1878.
 b Includes 3 Kindergarten teachers.
 c There is a branch asylum at West Medford.
 d In 1879.

e Number received during the year.

f Incorporated in 1871 as the "Flatbush Avenue Industrial School and Nursery."

g The Brooklyn Nursery.

h Includes report of country home at Mt. Vernon.

i Number up to close of year 1878.

j Includes country branch at West New Brighton, Staten Island.

k In 1878.

l Number up to close of year 1878.

TABLE XXII.—PART 2.—Statistics of infant asylums for 1881—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	19	13	14
1 Little Sisters' Infant Shelter.....	.....	.....	Contributions.....	Kindergarten in-	Adopted or returned to friends.
2 Day Nursery, Union for Home Work*.....	Under 8	.....	Contributions, donations, and membership fees.	.....	Adopted in families.
3 Foundlings' Home.....	1 month	Desertion.....	By voluntary contributions.	.....	.....
4 St. Vincent's Infant and Foundling Asylum.....	.....	.....	Charity.....	.....	.....
5 St. Vincent's Infant Asylum*.....	.....	.....	Private charity; also some assistance from State and city per contracts.	.....	Returned to friends.
6 St. Vincent's Infant Asylum.....	.....	.....	Voluntary contributions.....	.....	.....
7 Boston North End Mission (nursery depart- ment).....	2-5	Foundlings, or children needing care while mothers are at work or sick.	.....	.....	.....
8 Day Nursery*.....	1½-5	Need of care while par- ents are sick or at work.	Private charity.....	Those of the Kin- dergarten.	.....
9 Massachusetts Infant Asylum &.....	Under 9 months.	Destitution or desertion	Endowment, State appropri- ation and contributions.	.....	Adopted or returned to parents.
10 St. Mary's Infant Asylum*.....	Under 6	Abandoned.....	Contributions.....	.....	Adopted or transferred to St. Vin- cent's Orphan Asylum.
11 House of Providence*.....	.....	.....	Contributions and board of children.	.....	Adopted or returned to mothers.
12 Woman's Hospital and Foundlings' Home*.....	.....	.....	Contributions and city appro- priations.	.....	Bound out to some trade, profes- sion, or employment and super- vision maintained over them.
13 Babies' Nursery.....	Under 3	Poverty, destitution, or friendlessness.	Contributions and small pay- ments from the children's parents.	.....	.....
14 The Brooklyn Nursery.....	Under 5	.....	Voluntary contributions.....	.....	.....
15 Day Nursery of the Brooklyn Children's Aid Society.....	.....	.....	Contributions, collections, and donations from societies and private persons.	.....	.....
16 Home Nursery of the Industrial School Association.....	2-5	.....	.....	.....	.....
17 Sheltering Arms Nursery (Protestant Epis- copal Church).....	.....	.....	.....	.....	.....
18 Building Widows' and Infants' Asylum.....	.....	.....	.....	.....	.....

20	Foundling Asylum of the Sisters of Charity ^a				children. Contributions and per capita allowance from city.		
21 "	New York Infant Asylum b	2 yrs. & under.	Foundlings and other infants needing care.		Contributions and per capita allowance from city.	/	Adopted or bound out or indentured when of suitable age to some profession, trade, or employment.
22	Nursery and Child's Hospital of the City of New York. c	4 yrs. & under.	Freedom from contagious disease and payment of board.		By appropriations and contributions.	Sewing and house work.	Returned to friends, adopted, sent to other institutions or to the West.
23	Shelter and Baby Nurseries (American Female Guardian Society).						
24	Virginia Day Nursery.....	Under 5	Children of poor industrious women whose work calls them from their homes.				
25	Day Home.....	3-15	Children of the poor and vicious in need of care.		Contributions.....	Sewing and domestic work; the kitchen garden as given by Miss Huntington is carried on.	
26	Day Nursery for Children *.....	Under 8	Children of poor industrious women whose work calls them from their homes.		Donations and subscriptions....		
27	Lombard Street Day Nursery*.....				Contributions, subscriptions, rent, and pay for care of children. Voluntary contributions.....	Those of the Kindergarten.	Transferred to other homes, adopted, or returned to friends.
28	Philadelphia Home for Infants.....						
29	St. Mary Street Home and Day Nursery.....	3 yrs. & under.	Need of protection.....				
30	St. Vincent's Infant Asylum*.....		Homesickness.....		Donations and board of inmates.		
31	St. Ann's Infant Asylum.....		St. ann's		Appropriation and charity.....		

* From Report of the Commissioner of Education for 1890.

c There is a branch asylum at West Medford.

b Includes report of country home at Mt. Vernon.

e Includes country branch at West New Brighton, Staten Island.

* From Report of the Commissioner of Education for 1880.

^a There is a branch asylum at West Medford.
^b Includes report of country home at Mt. Vernon.

**Includes country branch at West New Brighton,
Staten Island.**

TABLE XXII.—PART 2.—*Statistics of infant asylums for 1881*—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.	Instruction; number taught—						Number of volumes.	Increase in the last school year.			
				Male.	Female.	White.	Colored.		Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.			Writing.	Arithmetic.	Drawing.	Misc.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Little Sisters' Infant Shelter	\$42,000	\$7,352	\$5,118	15	12									(b)	(b)	(b)	(b)		
Day Nursery, Union for Home Work*			700	(c11)															
Foundlings' Home	0	9,500	9,500	29	27							24	32						
St. Vincent's Infant and Foundling Asylum			5,000	200	0					100	40	60							
St. Vincent's Infant Asylum*				(200)															
St. Vincent's Infant Asylum	10,000	10,000	40,555	94	1	05			25	35	35								
Boston North End Mission (nursery department)	2,500	8,000		15	17	30	2	9	23	2	12	8			(b)	(b)	(b)	(b)	
Day Nursery*				(69)															
Massachusetts Infant Asylum d	\$39,868	\$19,662	\$22,000																
St. Mary's Infant Asylum*	0	8,800	3,791	21	12	32	1	33	0	7	5	21							
House of Providence*	0			5	8	8	0	8	0	4	1								
Woman's Hospital and Foundlings' Home*		2,136	2,061	8	11														
Babies' Nursery		8,217	7,683	16	14	80	0	30	0	1	17	0							
The Brooklyn Nursery	0	578	7,578	7	7	14	0	0	14	3	0								
Day Nursery of the Brooklyn Children's Aid Society				13	20	33	0	13	20	0	13	0							
Home Nursery of the Industrial School Association																			
Sheltering Arms Nursery (Protestant Episcopal Church)				4,902	4,527	20	10												
Buffalo Widows' and Infants' Asylum	0	11,840	11,340	52	30	82	0			27	55	0							
Orphan Shelter*	0	4,784	4,553	10	14	24													
Foundling Asylum of the Sisters of Charity*	0	244,535	290,015	131	968										(b)	(b)	(b)	(b)	
New York Infant Asylum e	0	85,513	61,183	122	116	232	0	102	0	10	4				(b)	(b)	(b)	(b)	
Nurses and Child's Hospital of the City of New York / Nurses and Child's Hospital (American Female Guardian Society)	650,000	107,805	140,187	(c50)															
Day Nursery	100,000	107,805	140,187	105	90														
Day Nursery for Orphans	100,000	107,805	140,187	105	90														

TABLE XXII.—PART 3.—Statistics of industrial schools for 1881.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Sewing School, Union for Home Work*	Hartford, Conn.			Mrs. W. Bacon and Miss M. L. Collins.	Non-sect.		40	
2 Burr Mission Industrial School	Chicago, Ill.	1884	1887	Rev. W. C. Willing, chaplain.	Non-sect.		1	1,800
3 Girls' Industrial School (Women's Christian Home Mission).	Peoria, Ill.	1876	1875	Mrs. E. D. Hardin, president.	Non-sect.		27	21,800
4 Sugar Grove Normal and Industrial School	Sugar Grove, Ill.		1887	Frank H. Hall.	Friends.		25	2,560
5 Busy Bee	Richmond, Ind.		1886	Mrs. Martha Valentine.	R. C.		16	2,220
6 House of the Good Shepherd	Near Newport, Ky. (Highland avenue).	1876		Mother M. of St. Scholastica.				
7 Industrial School*	New Orleans, La.			Rev. Father Mariné, C. S. C., provincial.	R. C.	2		
8 Maine Industrial School for Girls	Hallowell, Me.	1872	1875	E. Kowell, manager.	Non-sect.	1	2	180
9 St. Luke's Sewing School	Portland, Me.	0	1864	Mrs. Charles W. Barrett.	P. E.		14	1,500
10 Industrial School for Colored Girls.	Annapolis, Md.	1866	1878	William Harwood.	Non-sect.		2	500
11 St. Joseph's House of Industry*	Baltimore, Md.	1866	1866	Sister Joseph.	R. C.		9	1,592
12 St. Mary's Industrial School for Boys.	Carroll, Md.	1866	1866	Brother Alexius.	R. C.	10		225
13 Industrial School for Girls	Boston, Mass. (Dorchester district).	1854	1854	Mary L. Hall, secretary.	Non-sect.		2	
14 Industrial Schools (Boston North End Mission).	Boston, Mass. (201 North st.).	1865	1867	Rev. Samuel T. Frost.	Baptist.	0	14	
15 North End Industrial Home	Boston, Mass. (39 N. Bennet street).	0	1879	Mrs. L. E. Caswell.	Non-sect.	5	9	600
16 Vacation Industrial School	Brookline, Mass.		1880	Mr. Hildreth.	Non-sect.	1		60
17 Detroit Industrial School	Detroit, Mich.	1859	1857	Mrs. C. Van Huesen, president.	Non-sect.		23	
18 St. Paul's Industrial School for Boys	Clontarf, Minn.	0	1880	Brother Benedict.	R. C.	3	0	8
19 The Southern Christian Institute of Mississippi.	Miss.	1875	(c)	William Ivelon.	Disc. of Ch.	1		
20 Girls' Industrial Home and School.	St. Louis, Mo.	1864	1864	Mrs. E. W. Clarke, cor. sec.	Non-sect.	0	2	
21 Industrial School (St. Joseph's Convent of Mercy).	St. Louis, Mo.	1867	1866	Mother Mary de Pazal.	R. C.		735	7,032,511
22 Industrial Schools (Children's Friend Society).	Albany, N. Y.	1869	1866	Agnes Pruyn, treasurer.	Non-sect.	0	2	
23 Brooklyn Industrial Association and Home for destitute children.	Brooklyn, N. Y.	1864	1864	Gertrude L. Vanderhilt, cor. sec.	Non-sect.		2	

25	Industrial School of the Sisters of Mercy* Brooklyn, N. Y. (Willoughby st., cor. Nassau ave.)	1866	1866	Mother M. Bonaventure, principal.	Non-sect.	0	6
26	Industrial Schools (Children's Aid Society) Brooklyn, N. Y. (61 Poplar st.)	1866	1866	R. D. Douglass	Non-sect.	0	5
27	St. Paul's Industrial School* Brooklyn, N. Y.	1866	1866	Sister Constantia, superior.	R. C.	13	9,580
28	St. Joseph's Academy and Industrial School Brooklyn, N. Y.	1866	1866	Sister Emeline	R. C.	4	2,500
29	Children's Aid Society Industrial Schools* New York, N. Y. (19 East 4th street)	1855	1855	John W. Skinner	Non-sect.	95	979
30	Five Points House of Industry New York, N. Y. (155 Worth st.)	1854	1854	William F. Barnard	Non-sect.	1	33,975
31	Industrial Home of the Hebrew Orphan Asylum New York, N. Y.	1860	1860	M. Burrows, manager	Hebrew	44	4100
32	Industrial School of St. Augustine's Chapel New York, N. Y. (105, 107, 109 East Houston street)	1870	1870	Miss E. D. Bingham	P. E.	40	
33	Industrial School of the United Relief Works of the Society for Ethical Culture. Industrial Schools of the American Female Guardian Society. ^a	1849	1854	Dr. G. Bamberger, principal.	Non-sect.	0	42
34	St. Vincent's Industrial Home* New York, N. Y. (29 East 29th street)	1863	1863	Mrs. C. C. North	Non-sect.	0	669,753
35	St. Joseph's Industrial Home* New York, N. Y. (East 81st st.)	1863	1863	M. M. Gertrude	R. C.	12	61,908
36	St. Vincent's Industrial School New York, N. Y. (343 W. 42d street)	1856	1856	Sister Mary Helena	R. C.	9	
37	Wilson Industrial School for Girls and Mission* New York, N. Y. (125 St. Mark's place)	1854	1853	Miss Emily Huntington, matron	Non-sect.	4	3,000
38	Industrial School of Rochester. ^a Rochester, N. Y.	1857	1856	Miss C. A. Hamilton, matron	Non-sect.	0	
39	Rochester Home of Industry Rochester, N. Y.	1870	1866	Mother Hieronyma, superior	R. C.		
40	House of the Good Shepherd Rochester, N. Y.	1870	1870	Rev. E. Gay, Jr., president	P. E.		6296
41	Our Lady of the Woods, Select School Near Carthage, Ohio	1878	1878	Mother M. of St. Joseph David, provincial superior	R. C.	0	3
42	Industrial School and Home (Children's Aid Society). Cleveland, Ohio	1865	1865	William Sampson	Non-sect.	4	6800
43	St. Luke's Sewing School* Marietta, Ohio	1871	1870	Miss S. B. McFarland, president	P. E.	6	500
44	Toledo Industrial School Toledo, Ohio	1875	1874	Miss Mary C. Dickinson, president	Non-sect.	1	
45	Training School for Indian Youth Forest Grove, Oreg		1880	board of managers	Non-sect.		
46	Training School for Indian Youth Carlisle, Pa.		1879	Lieut. M. C. Wilkinson, U. S. A.	Non-sect.		
47	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny. East Liberty, Pa.			Lieut. R. H. Pratt, U. S. A.	Non-sect.		
48	House of Industry Colored School. Philadelphia, Pa.	1848	1848	Miss Mary E. Davidson, manager	Non-sect.		
49	Industrial Home for Girls. Philadelphia, Pa. (762 South 10th street)	1859	1858	Jane S. Street	Non-sect.	2	6496
50	Knoxville Industrial School* Knoxville, Tenn.			Samuel C. Perkins, president	Non-sect.	91	
51	Miller Manual Labor School Knoxville, Tenn.			Emily L. Austin	Non-sect.	5	124
52	School of the Good Shepherd. ^a Lawrenceville, Va.	1879	1879	C. E. Vawter, M. A.	P. E.	1	242
53	Good Shepherd Industrial School Milwaukee, Wis.	1878	1878	Mrs. F. E. Buford	R. C.	4	242
54	Industrial Home School* Georgetown, D. C.	1872	1864	Mother Mary St. Bernard	Non-sect.	3	936
				Leverett Barnes	R. C.	2	

* From Report of the Commissioner of Education for 1880.
^a Estimated.
^b Up to the close of the year 1878.
^c Number of children; there have also been 200 men and women.
^d In 1880.
^e Opened at Hemingway in January, 1881, but closed in April of the same year.
^f In St. Joseph's Convent of Mercy.
^g In 1879.
^h From a return for the year 1880.

TABLE XXII.—PART 3.—Statistics of industrial schools for 1881.—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	13	13	14
1 Sewing School, Union for Home Work*					
2 Burr Mission Industrial School					
3 Girls' Industrial School (Women's Christian Home Mission).	6-15	Not eligible for public schools.	Endowment	Sewing; the older girls receive instruction in housework and cookery.	
4 Sugar Grove Normal and Industrial School.			Voluntary contributions	Sewing, knitting, crocheting, and housework.	
5 Busy Bee	No limit		Donations	Sewing and kindred branches	Adopted or placed in homes.
6 House of the Good Shepherd	3-15		Contributions and labor of inmates.	Farming and work of putting and keeping tools in order, such as planes, bits saws &c. Knitting, various kinds of needlework, and Kindergarten industries.	
7 Industrial School*				House duties, fine sewing, embroidery, lace making, knitting, &c.	
8 Maine Industrial School for Girls.	7-15	Friendliness or waywardness.	State appropriation and donations.	Housekeeping and sewing	Homes in families found or returned to friends.
9 St. Luke's Sewing School	6-18		Voluntary contributions.	Plain sewing	Placed at service.
10 Industrial School for Colored Girls	6 and over		Contributions, subscriptions, and proceeds of entertainments and public school fund of the State.	Sewing, housework, waitresses' work, cookery, and washing.	
11 St. Joseph's House of Industry*	14	Must be of blameless character.	By industry of inmates	Dressmaking, tailoring, shirt making, embroidery, plain sewing, and millinery.	Situations are provided.
12 St. Mary's Industrial School for Boys	8-16		Appropriations, contributions, and labor of inmates, and endowment.	Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering.	Indentured, furnished homes, or returned to friends.
13 Industrial School for Girls	6-10		Donations, subscriptions, and legacies.	All domestic duties, sewing, knitting, &c.	Girls are under guardianship of the managers until 21 years of age.
14 Industrial Schools (Western North End Mission).	No limit	Good behavior.	Donations, proceeds of fair, &c.	Sewing	Placed in homes.

	70 years.	and care.	private charity, &c.	
16 Vacation Industrial School	12	Poverty	By contributions	of work in the home, includ-
17 Detroit Industrial School			Contributions and dona-	ing laundry, sewing, rooming,
18 St. Paul's Industrial School for Boys	12	Must be colored	tions.	the boys' workshop, printing
19 The Southern Christian Institute of Mis-	6		Self-supporting	office, cookery school, kitchen
20 Girls' Industrial Home and School		Must be white	Donations from the North ..	garden, &c.
			Contributions from manu-	Carpentry.
			facturers, gifts, interest on	House duties and sewing and
21 Industrial School (St. Joseph's Convent	10		loans, proceeds from con-	knitting.
22 of Mercy)*			cert and a booth at the	Farming and shoemaking.
23 Industrial Schools (Children's Friend So-	4-14		annual State fair.	Useful duties.
24 Brooklyn Industrial School Association			Contributions and interest	Dressmaking, plain sewing, and
and Home for Destitute Children.	Under 12...	Poverty	on invested funds.	domestic work.
			Subscriptions, board of in-	
25 Eastern District Industrial School	2-10		mates, excise fees, inter-	General housework, sewing,
			est on investments, and	knitting, &c.
			proceeds of fair.	Domestic duties and sewing ...
			Contributions, public school	Sewing and kitchen garden
			fund, &c.	work.
				Sewing and housework
26 Industrial School of the Sisters of Mercy*		Unable to attend pub-	Voluntary contributions	Suitable homes found
27 Industrial Schools (Children's Aid So-	Under 15...	lic school.		for them and constant
28 St. Paul's Industrial School*			By charity	supervision had over
29 St. Joseph's Academy and Industrial		Destitution	State appropriations and	them.
School.			contributions.	Teachers look after
30 Children's Aid Society Industrial Schools.*			Appropriation, contribu-	Placed in homes or re-
	3-13		tions, and board of edu-	turned to friends.
31 Five Points House of Industry			dren.	Situations found.
32 Industrial Home of the Hebrew Orphan		Desire to learn trades.	Appropriation from He-	
33 Asylum.		Must attend Sunday	brew Orphan Asylum.	
34 Industrial School of St. Augustine's		school and church.	Church appropriation	
35 Chapel.				
36 Industrial School of the United Relief				
37 Works of the Society for Ethical Cult-				
38 ure.				
39 Industrial Schools of the American Fe-	Under 14....	Destitute, homeless,	Appropriations from school	Good homes are secured
male Guardian Society, &c.		or neglected.	fund and contributions.	ties.

* These statistics are from a return for the year 1880.

* From Report of the Commissioner of Education for 1880.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
25 St. Joseph's Industrial Home*.....	3	Destitution and good character.	Appropriations, contributions, tuition fees and board	House duties, knitting, sewing, and use of sewing machine.	Provided with situations. Adopted, put in homes, or returned to friends.
26 St. Vincent's Industrial School.....	12	.....	Industry of inmates and tuition fees.	Domestic work, hand and machine sewing, dress and cloak making.
37 Wilson Industrial School for Girls and Mission.*.....	5	.....	Voluntary contributions....	Sewing and kitchen garden work.
38 Industrial School of Rochester.....	Under 15.	Poverty	Board of children, contributions, and income from invested funds; the teachers are paid by the city.	Housework.....	
39 Rochester Home of Industry.....	By donations.....	Housework, farmwork, and gardening.	Placed in homes until of age.
40 House of the Good Shepherd.....	.....	Need of care and protection.	By tuition fees.....	Domestic work, dressmaking, fancy sewing, embroidery, and plain sewing.
41 Our Lady of the Woods, Select School.....	5-15	Good moral character.	Voluntary contributions....	Agriculture, housework, knitting, and sewing.	
42 Industrial School and Home (Children's Aid Society). St. Luke's Sewing School*.....	4-16 7-15	.....	Church contributions and donations. Voluntary contributions....	Sewing. Domestic work and sewing. Blacksmithing, shoemaking, carpentry, wagon making, laundry work, cooking, house-keeping, sewing, mending, and cutting and fitting garments.
44 Toledo Industrial School.....	Indigence.....	Sewing, cooking, tailoring, shoemending, carpentry, blacksmithing, wagon making, tin-ning, and harness making. Sewing.	Placed in situations. Given two suits of clothing.
45 Training School for Indian Youth.....	.....	.....	.....	.....
46 Training School for Indian Youth.....	.....	.....	.....	.....
47 Industrial School of the East Liberty Branch, Ohio, for Colored Women's Christian Association of Pittsburgh and Allegheny. Prison of Industry Colored School Industrial Home for Girls.....	12 and over 6	Good health and vigorous present.	Private contributions. Voluntary contributions....	Sewing, laundry, and housework.	

51	Miller Manual Labor School	10-14	Poverty, and must be residents of the county.	Endowment	Domestic work, farming, printing, telegraphy, and work in wood and iron in a well-regulated machine shop. Sewing for girls. Sewing.	
52	School of the Good Shepherd ^a	No limit	.....	Sustained by the P. E. Church		
53	Good Shepherd Industrial School	No limit	In need of protection or reformation.	Appropriation, donations, board, and labor of inmates.	General domestic work, gardening, carpentry, sewing, shoe-making and tree-box making.	Placed in families.
54	Industrial Home School*	6-14	.....	Appropriation and labor of inmates.		

* From Report of the Commissioner of Education for 1880.

^a These statistics are from a return for the year 1880

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.		
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Reading.	Writing.	Arithmetic.	Drawing.			Music.	
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Sewing School, Union for Home Work*.....		\$18,004	\$14,347		103														
Burr Mission Industrial School.....			3,070	67	59														300
Girls' Industrial School (Women's Christian Home Mission).....	\$0	\$1,115	\$940		325														
Sugar Grove Normal and Industrial School.....				25	140														
Buay Bee.....		0		0	79					28	36								
House of the Good Shepherd.....				25	0														
Industrial School*.....			7,255		38														
Maine Industrial School for Girls.....			0		196														
St. Luke's Sewing School.....			\$382		107														
Industrial School for Colored Girls.....					45					40	5								
St. Joseph's House of Industry*.....																			
St. Mary's Industrial School for Boys.....			55,371	411															
Industrial School for Girls.....	39,545		4,844	17															
Industrial Schools (Boston North End Mission)			\$10,631	100															5700
North End Industrial Home.....	0		8,000	350	250														50
Vacation Industrial School.....			200	60															1,100
Detroit Industrial School.....			6,000	(275)															30
St. Paul's Industrial School for Boys.....	0			3															
The Southern Christian Institute of Mississippi.....	0																		
Girls' Industrial Home and School.....			6,779	0	200	20	1	22	8	13	17	0	15	15					800
Industrial School (St. Joseph's Convent of Mercy)*.....	0		4,674																
Industrial Schools (Children's Friend Society).....	16,000	2,856	2,615	(252)															0
Brooklyn Industrial School Association and Home for Destitute Children.....	0	\$27,901	\$20,000	(1,100)															0
Western Industrial School.....																			
St. Mary's Industrial School.....		12,255	10,011	(127)															
St. Joseph's Industrial School (St. Joseph's Industrial School Association)	0	0,000	0,000	175	330	338					40		257	267	237				500

NO.	NAME OF THE HOUSE OF INDUSTRY	0	45,430	43,796	336	237		13	141		2,434
31	Industrial Home of the Hebrew Orphan Asylum		+32,916	+31,269	+16			4	12		1,000
32	Industrial School of St. Augustine's Chapel		000	000		664					
33	Industrial School of the United Relief Works of the Society for Ethical Culture.	0									
34	Industrial Schools of the American Female Guardian Society.	0	16,377	32,303	2,005	2,430					1,450
35	St. Joseph's Industrial Home*		60,758	60,630	195	373		30	150		6250
36	St. Vincent's Industrial School					93		60	150		450
37	Wilson Industrial School for Girls and Mission	9,000	9,000	8,377		300					
38	Industrial School of Rochester†	10,000	6,000	6,000	86	116					300
39	Rochester Home of Industry		8,879	8,879	75	75					0
40	House of the Good Shepherd		13,433	13,433	19	17					6600
41	Our Lady of the Woods, Select School	0	2,500	2,500	0	24		3			100
42	Industrial School and Home (Children's Aid Society).	0	9,703	7,020	36	17					25
43	St. Luke's Sewing School*				0	60					
44	Toledo Industrial School		800	800	33	51		1	15		
45	Training School for Indian Youth	600			48	23					
46	Training School for Indian Youth				180	87					
47	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny.				80	80					
48	House of Industry Colored School										
49	Industrial Home for Girls		52,333	52,598	50	79		20	30		
50	Knoxville Industrial School*				25	25					
51	Miller Manual Labor School	1,100,000	70,000	70,010	100	0	100	8	82		
52	School of the Good Shepherd†	0	500	500	90	125					0
53	Good Shepherd Industrial School	0	5,983	5,983	83	83		35	45		
54	Industrial Home School*	0	5,633	4,403	51	30		3	49		300
											150

* From Report of the Commissioner of Education for 1880. d Average attendance.
 † For all departments of work.
 ‡ In 1879. § These amounts include the support of six industrial schools and Home for Destitute Children.
 ¶ From report for the year ending November, 1879.
 † In 21 day schools and 11 night schools.
 ‡ These statistics are from a return for the year 1880.
 § From contributions only.

TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

Name.	Location.	Name.	Location.
PART I.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.		PART I.—HOMES AND ASYLUMS, &c.—Continued.	
Ladies' Protection and Relief Society.	San Francisco, Cal.	House of Providence	Holyoke, Mass.
Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal.	Shaw's Asylum for Mariners' Children.	Jamaica Plain, Mass.
St. Boniface's Orphan Asylum.	San Francisco, Cal.	Home for Young Women and Children.	Lowell, Mass.
St. Vincent's Male Orphan Asylum.	San Rafael, Cal.	Children's Aid Society.....	Nantucket, Mass.
St. Catharine's Orphan Asylum.	Hartford, Conn.	N. E. County Home for Orphan and Homeless Children.	Winchendon, Mass.
St. James' Asylum	Hartford, Conn.	St. Vincent's Orphan Home.	East Saginaw, Mich.
Atlanta Benevolent Home.	Atlanta, Ga.	Jackson Home for the Friendless and Industrial School.	Jackson, Mich.
Methodist Orphans' Home....	Atlanta, Ga.	German Orphan Asylum....	St. Paul, Minn.
St. Joseph's Orphanage.....	Washington, Ga.	St. Joseph's Orphan Asylum	St. Paul, Minn.
White Bluff Female Orphanage.	White Bluff, Ga.	Female Orphan School	Camden Point, Me.
Swedish Orphan Asylum	Andover, Ill.	Evangelical Lutheran Orphans' Home and Asylum.	Des Peres, Mo.
Chicago Home for the Friendless.	Chicago, Ill.	Home for the Friendless....	Haanibal, Mo.
Newsboys' and Bootblacks' Home.	Chicago, Ill.	Mission Free School	St. Louis, Mo.
Nursery and Half-Orphan Asylum.	Chicago, Ill.	St. Mary's Female Orphan Asylum.	St. Louis, Mo.
Jacksonville Orphan Home.	Jacksonville, Ill.	Southern Methodist Orphan Home.	St. Louis, Mo.
Protestant Deaconess's Orphan Home.	Jacksonville, Ill.		(Tenth and Bidle streets).
Home for the Friendless.....	Springfield, Ill.	Nevada Orphan Asylum	Virginia City, Nev.
Colored Orphan Asylum	Evansville, Ind.	Orphan Asylum	Manchester, N. H.
Ladies' Auxiliary Orphan Asylum Society.	Evansville, Ind.	St. Mary's Female Orphan Asylum.	Jersey City, N. J.
German Protestant Orphan Asylum.	Indianapolis, Ind.	St. Michael's Orphan Asylum	Jersey City, N. J.
St. Vincent's Male Orphan Asylum.	Vincennes, Ind.	Home for the Friendless....	Newark, N. J.
German Orphan Asylum	Dubuque, Iowa.	St. Peter's Asylum	Newark, N. J.
Kansas Orphan Asylum	Leavenworth, Kans.	St. Joseph's Orphan Asylum	Paterson, N. J.
Protestant Orphan Asylum	Leavenworth, Kans.	Children's Home	Trenton, N. J.
St. John's Orphan Asylum	Covington, Ky.	Orphans' Home	Brooklyn, N. Y.
Presbyterian Orphans' Home Society of Louisville.	Louisville, Ky.	Catholic Home	Buffalo, N. Y.
St. Vincent's Orphan Asylum	Louisville, Ky.	St. John's Orphan Asylum	Greenbush, N. Y.
Convent of the Good Shepherd.	New Orleans, La.	St. Johnland	Long Island, N. Y.
Half-Orphan Asylum	New Orleans, La.	Children's Home	Newburgh, N. Y.
	(Seventh district, Josephine and Laurel streets).	Montefiore Widow and Orphan Benefit Society.	New York, N. Y.
Newsboys' Lodging House....	New Orleans, La.	St. Vincent's Home for Homeless Boys of all Occupations.	
Poydras Female Orphan Asylum.	New Orleans, La.	St. John's Orphanage.....	Ogdensburg, N. Y.
St. Joseph's German Orphan Asylum.	New Orleans, La.	St. Margaret's Home.....	Red Hook, N. Y.
St. Louis Female Orphan Asylum.	New Orleans, La.	German Methodist Orphan Asylum.	Berea, Ohio.
St. Mary's Catholic Orphan Boys' Asylum.	New Orleans, La.	Home for the Friendless and Female Guardian Society.	Cincinnati, Ohio.
Bath Military and Naval Orphan Asylum.	Bath, Me.	Bethel Union	Cleveland, Ohio.
Orphans' Home	Bath, Me.	Home for the Friendless	Columbus, Ohio.
Baltimore Orphan Asylum ..	Baltimore, Md.	Orphans' Home	Dayton, Ohio.
Christ Church Asylum	Baltimore, Md.	Children's Home of Butler County.	Hamilton, Ohio.
Henry Watson Children's Aid Society.	Baltimore, Md.	St. Vincent's Orphan Asylum.	Toledo, Ohio.
Johns Hopkins Colored Orphan Asylum.	Baltimore, Md.	Pittsburgh and Allegheny Home for the Friendless.	Allegheny, Pa.
Kelso Orphan Home	Baltimore, Md.	Bridgewater Soldiers' Orphan Home.	(Ridge avenue).
St. Anthony's Asylum.....	Baltimore, Md.	Church Home	Bridgewater, Pa.
St. James' Home for Homeless Children.	Baltimore, Md.	Home for the Friendless....	Lancaster, Pa.
St. Peter's Asylum for Female Children.	Baltimore, Md.	Aimwell School Association.	Lancaster, Pa.
St. Vincent's Male Orphan Asylum.	Baltimore, Md. (N. Front street).	St. Paul's Roman Catholic Orphan Asylum.	Philadelphia, Pa.
Protestant Episcopal Orphan Asylum.	Frederick, Md.	Orphans' Home of the Evangelical Lutheran Church.	Pittsburgh, Pa.
Boston Asylum and Farm School for Indigent Boys.	Boston, Mass.	Emlen Institution	(Tannehill street).
		Home for Friendless Children.	Rochester, Pa.
		Orphans' Farm School	Warmminster, Pa.
		Home for Friendless and Destitute Children.	Wilkes-Barre, Pa.
		Charleston Orphan House.	Zelenople, Pa.
		Hebrew Orphan Society....	Newport, R. I.
			Charleston, S. C.
			Charleston, S. C.

TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

Name.	Location.	Name.	Location.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.		PART 3.—INDUSTRIAL SCHOOLS.	
Palmetto Orphan Home	Columbia, S. C.	Industrial Home, or Home for the Friendless.	Savannah, Ga.
Leath Orphan Asylum	Memphis, Tenn.	Home Industrial School.....	Chicago, Ill.
St. Peter's Orphan Asylum.	Memphis, Tenn.	Railroad Mission Industrial School.	Chicago, Ill.
Fredericksburg Female Orphan Asylum,	Fredericksburg, Va.	Industrial School (House of the Good Shepherd).	New Orleans, La.
Lynchburg Female Orphan Asylum.	Richmond, Va.	St. Elizabeth's House of Industry.	New Orleans, La.
Friends' Asylum for Colored Orphans.	Wheeling, W. Va.	Boys' Industrial School	St. Paul, Minn.
St. Vincent's Roman Catholic Orphan Asylum.	Elm Grove, Wis.	Girls' Industrial School.....	St. Paul, Minn.
St. Mary's Orphan Asylum ..	St. Francis Station, Wis.	Blind Girls' Industrial Home.	St. Louis, Mo.
St. Emilian's Orphan Asylum	Washington, D. C.	St. Joseph's Industrial School.	Albany, N. Y.
Church Orphanage.....	Washington, D. C.	Pennsylvania Industrial Home for Blind Women.	Philadelphia, Pa.
Washington City Orphan Asylum.	Washington, D. C.	West Philadelphia Industrial School of the Immaculate Conception.	Philadelphia, Pa.
Chickasaw Orphan School ...	Chickasaw Nation, Ind. Ter.	Pennsylvania Working Home for Blind Men.	(Thirty-ninth and Pine streets).
PART 2.—INFANT ASYLUMS.		Girls' Industrial Home	West Philadelphia, Pa. (3518 Lancaster avenue).
Infant Foundling Asylum ...	Covington, Ky.	St. Rose's Industrial School.	Knoxville, Tenn.
St. Elizabeth's Home for Colored Infants.	Baltimore, Md. (St. Paul street).		Washington, D. C.
New York Foundling Asylum Society.	New York, N. Y.		
St. Vincent's Home	Philadelphia, Pa.		

TABLE XXII.—*Memoranda.*

Names.	Location.	Remarks.
ORPHAN HOMES AND ASYLUMS.		
Asylum of St. Casimir for Polish Children..	La Salle, Ill.	Removed to Detroit, Mich.
House of the Good Shepherd.....	Baltimore, Md.	See Reform Schools (Table XXI).
Boffin's Bower	Boston, Mass.	Not distinctly educational.
Street Boys' Home.....	St. Louis, Mo. (1112 Olive street).	Not found.
New York Juvenile Asylum.....	New York, N. Y.	See Reform Schools (Table XXI).
Women's Christian Association of Pittsburgh and Allegheny.	Pittsburgh, Pa.	See report of Home for Colored Children, Allegheny, this Home being one of the ten branches of the association.
Memphis Bethel	Memphis, Tenn.	Not found.
St. Paul's Church Home	Petersburg, Va.	Closed.
German Protestant Orphan Asylum	Uniontown, D. C.	See German Orphan Asylum, Washington; identical.
St. John's Orphanage	Washington, D. C.	See the Church Orphanage; identical.
INFANT ASYLUM.		
Rhode Island Children's Hospital and Nursery.	Providence, R. I.	Closed; work given to St. Mary's Orphanage.
INDUSTRIAL SCHOOLS.		
Good Shepherd Industrial School	St. Paul, Minn.	Closed.
Industrial School of the House of the Good Shepherd.	St. Louis, Mo.	Not a regularly organized industrial school; simply a class of the younger children of respectable parentage under the care of the Sisters of the Good Shepherd.
New York House and School of Industry...	New York, N. Y.	Gives out sewing to poor women and has a sewing school twice in each week; the Infant Industrial School is discontinued.
Warren Street Mission Sewing School No. 3.	Marietta, Ohio	Closed.

TABLE XXIII.—*Statistics of educational benefactions for 1881; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of California	Berkley, Cal	D. O. Mills	San Francisco, Cal
Pierce Christian College	College City, Cal	Various persons .....	.....
University of Southern California.	Los Angeles, Cal	Rev. A. Higbie and various others.	.....
University of the Pacific	Santa Clara, Cal .....	.....	.....
Pacific Methodist College	Santa Rosa, Cal .....	.....	.....
Colorado College	Colorado Springs, Colo.	.....	.....
University of Denver	Denver, Colo	{ John Evans	Denver, Colo
Trinity College	Hartford, Conn	{ J. W. Bailey	
Wealeyan University	Middletown, Conn	{ Various others	
		Charles H. Northam	Hartford, Conn
		{ George I. Seney	New York, N. Y
		Various persons .....	.....
		Hon. James Knox (deceased).	Knoxville, Ill
		John Haynes .....	.....
	
		Various persons	Hartford, Conn
Yale College	New Haven, Conn	Dr. Timothy Dwight Porter (deceased).	.....
	
		Lucius Hotchkiss (deceased).	New Haven, Conn
		Rev. Joel Hawes, D. D .....	.....
Clark University	Atlanta, Ga.	N. G. Ladd, M. D., and others.	Malden, Mass.
Atlanta University	Atlanta, Ga.	Various persons .....	.....
		{ George I. Seney	New York, N. Y
Emory College	Oxford, Ga. ....	.....	.....

plies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$75,000			\$75,000				For a professorship of intellectual and moral philosophy and civil polity, on condition that the income be devoted exclusively to the support of this professorship, and that any surplus shall be added to the original fund.
1,700	\$1,700						To be invested for endowment and interest used.
1,098		\$1,098					400 volumes and a fine collection of magazines to the library from Rev. A. Higbie; \$1,098 donations to furnishing fund, and various donations to the museum from others.
6,000	6,000						To pay debt.
6,000							Purpose not specified.
12,420							Purpose not specified; \$4,700 from western contributions and \$5,720 from eastern donations.
20,000		{ 10,000 8,000 7,000 40,000					{ For buildings and apparatus.
40,000							For the erection of a new building.
144,400	{ 139,000 5,400 30,000						\$136,000 for endowment and \$3,000 for current expenses.
							For current expenses.
							A contingent bequest made in 1876, but not decided for Yale until 1881, when an Illinois court declared it to be justly claimed by the college.
	10,000						\$10,000 of the John Haynes fund paid into the college treasury.
		10,500					Value of a new building to be devoted to the reference library of the theological department.
		650					For purchase of physiological apparatus.
217,970			150,000				Income to be applied to "the increase of teaching force in the academical department." This amount, \$150,000, arises from the sale of part of the property conveyed to the college three years ago by Dr. Porter, but which did not come into the actual possession of the college until his death, in December, 1880.
				\$10,000			The income to be given to students of the academical department who need pecuniary aid.
				2,820			For the general scholarship fund.
		4,000					For the Winchester observatory towards the purchase of instruments.
13,000	13,000						For the medical department.
3,779	3,779						Donations for the college year 1880-'81, for general purposes and aid of indigent students.
	5,000	20,000	25,000				\$25,000 to complete the endowment of the "Levick Pierce professorship;" \$20,000 for the erection of Sney Hall, and \$5,000 to help pay the college debt.
100,000	(110,000)						Part for building and part for endowment.

TABLE XXIII. — *Statistics of educational*

Organisation to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Illinois Wesleyan University.	Bloomington, Ill.	Various persons	
Northwestern University....	Evanston, Ill.	Phllander Smith	Oak Grove, Ill.
Knox College	Galesburg, Ill.	Alumni	
Lombard University	Galesburg, Ill.	{ Mr. Higgenbottom	Chicago, Ill.
Illinois College	Jacksonville, Ill.	{ Mr. Kew	Chicago, Ill.
		{ Mrs. Hall	Chicago, Ill.
		{ Many others	
		Mrs. Valeria G. Stone	Malden, Mass.
Lake Forest University.....	Lake Forest, Ill.		
Monmouth College	Monmouth, Ill.		
Chaddock College	Quincy, Ill.	Prudence Chaddock	Astoria, Ill.
Augustana College	Rock Island, Ill.	Churches of Augustana Swedish Lutheran Syn- od	
Shurtleff College	Upper Alton, Ill.	Estate of Heman Goodrich	Carrollton, Ill.
Westfield College	Westfield, Ill.	Various persons	
Wheaton College	Wheaton, Ill.		
Franklin College	Franklin, Ind.	John Robertson	Shelbyville, Ind.
Indiana Asbury University	Greencastle, Ind.		
Hartsville College	Hartsville, Ind.		
Union Christian College.....	Merom, Ind.	Various churches and pri- vate gifts	
Earlham College	Richmond, Ind.	Various persons	
		Theo. M. Davis	New York, N. Y.
Griswold College	Davenport, Iowa	Miss Wolfe	New York, N. Y.
		Mrs. D. J. Ely	New York, N. Y.
Drake University.....	Des Moines, Iowa	Various persons	
		Gen. George M. Drake	Des Moines, Iowa
Iowa College	Grinnell, Iowa.....		
Simpson Centenary College ..	Indianola, Iowa	Various persons	Iowa
State University of Iowa	Iowa City, Iowa	J. F. Tallant	Burlington, Iowa
German College	Mt. Pleasant, Iowa		
Penn College	Oskaloosa, Iowa	Various persons	
		H. G. Curtis	
Central University of Iowa...	Pella, Iowa.....	E. G. Barker	
		S. B. Thing	
		Various others	
Ottawa University	Ottawa, Kans.....		
Washburn College	Topeka, Kans.....	Various persons	New England States

benefactions for 1881, &c. — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$15,000	(\$15,000)						For endowment fund and for building purposes; contributed by several hundred persons in money, town lots, and lands, on condition that each gift or bequest is used for the purpose named.
2,715	\$2,715						For endowment fund.
4,000			\$4,000				Toward the endowment of a Latin professorship, to be called "the alumni professorship."
6,500	2,000	\$2,000					{ \$2,000 for endowment fund, \$3,000 for boarding hall, and \$1,500 for theological department.
20,000	20,000						For endowment, on condition that an additional \$30,000 be raised; the effort to raise this amount is now being made.
10,000				\$10,000			For scholarships and general funds.
4,000	4,000						For endowment fund.
10,000							Purpose not specified.
6,000	6,000						For maintenance.
1,000							For the theological department.
15,000	15,000						For general purposes; to be valid when a \$25,000 relief fund is made up, of which amount this sum is the completion.
550	550						For current expenses.
2,000	2,000						For general endowment.
10,000							Purpose not specified.
1,000	1,000						For incidental expenses.
500					(\$500)		For library, and to aid young ministers.
21,000		21,000					For improvements.
				500			For a scholarship for a student for the ministry.
11,000	2,500	5,000					For current expenses.
							For a residence for a theological professor.
20,000	3,000						For endowment fund.
	20,000						To found the university; also various other liberal donations from citizens of Des Moines for building and endowment.
5,750	2,000		1,250	1,500			\$2,000 for general fund, \$1,250 for chair of didactics, and \$1,500 for scholarship to assist young men studying for the ministry.
2,300	2,300						For general purposes, removal of debt, &c.
100						\$100	For library; to be given annually in memory of a deceased son.
200							For the theological department.
2,000			2,000				To pay professors' salaries.
60,000			6,000				{ For professorships; Messrs. Curtis and Barker \$30,000 cash, and \$25,000 additional in mining stock.
7,000	7,000						For endowment.
4,000	4,000						To increase the endowment fund and for the beginning of a library fund.

TABLE XXIII.—*Statistics of educational*

Organisation to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Berea College.....	Berea, Ky.....	Mrs. Valeria G. Stone S. V. White H. B. Claffin Z. M. Crane Joseph Perkins William Thaw Samuel Plumb E. A. Graves Miss E. M. Graves Mrs. L. G. Owen A. L. Williston Many others S. P. Walters Various persons Cyrus Woodman Miss Hale W. W. Thomas Various persons Rev. A. L. Houghton, A. M. (deceased).	Malden, Mass New York, N. Y. New York, N. Y. Dalton, Mass Cleveland, Ohio Pittsburgh, Pa Streator, Ill Morristown, N. J. Morristown, N. J. Morristown, N. J. Florence, Mass Richmond, Ky Cambridge, Mass Boston, Mass Portland, Mass Weld, Me
Central University.....	Richmond, Ky.....		
Bowdoin College.....	Brunswick, Me.....		
Bates College.....	Lewiston, Me.....		
Colby University.....	Waterville, Me.....		
St. Charles's College.....	Ellicott City, Md.....		
Western Maryland College..	Westminster, Md.....	Educational Endowment, Society of the Method- ist Protestant Church.	Baltimore, Md.....
Amherst College.....	Amherst, Mass.....	Samuel Williston (de- ceased).	Easthampton, Mass.....
		Edward Russell	
		Anonymous.....	
		Mrs. Samuel Hooper	
		Executor and trustee of Henry Bartlett.....	
		Family of Oliver Ames..	
		Executors of John C. Gray.....	
		Executors of Rev. Daniel Austin.....	
		Committee on the Rev. Dr. James Walker me- morial.....	
		Executor of John B. Bar- ringer.....	
		Executor of Edward M. Barringer.....	

Benefactions for 1881, &c. — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$54, 048	\$54, 048						For endowment and current expenses.
50, 000	8, 000 42, 000						For the endowment of the university.
10, 500	6, 100			\$1, 000		\$2, 400	\$3, 000 for library, \$400 for art collections, \$1, 000 for scholarship fund, \$5, 000 for fund for retired presidents, and \$1, 100 for general fund.
1, 000	1, 000						For general purposes of the college.
22, 112	22, 112						\$21, 065 for general purposes and \$1, 047 to increase a fund held by the university for the benefit of the preparatory schools under its control.
90							Purpose not specified.
24, 800	24, 800						For payment of debt.
160, 000							Purpose not specified; by the terms of the will of the late Samuel Williston Amherst College was to receive \$100, 000 on the sale of property known as Williston Mills; the property was sold about the year 1881, and the amount specified was realized by the college.
				125			To increase the scholarship founded by him.
	20, 000						For retiring allowances to officers of the university.
			\$36, 000				To increase the principal of the Sturgis Hooper professorship fund.
				5, 000			To found a scholarship, the income only to be used in aid of meritorious undergraduates who may require such assistance.
	17, 000						For the further endowment of the divinity school.
							\$25, 000 as an unrestricted legacy.
							\$2, 100 on account of bequest of \$7, 000, to be used for some good college purpose, at the discretion of the college government; also \$300 on account of bequest of \$1, 000 to the divinity school.
				3, 977			For the foundation of the James Walker fellowship; also, from the same committee, a mural tablet, erected in Memorial Hall at a cost of \$1, 516.
	\$5, 000						On account of bequest for the benefit of the chemical department of the Lawrence Scientific School.
750							On account of bequest for the benefit of the medical school.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		James J. Higginson	
		Various persons	
Harvard University	Cambridge, Mass.	Arthur T. Lyman	
		Various persons	
		Frederick L. Ames	
		John L. Gardner	
		John C. Phillips	
		Stephen Salisbury	
		Quincy A. Shaw	
		Various persons	
		John Amory Lowell	
		H. H. Hunnewell	
		Dr. S. S. Silva	
		Various persons	
		Various persons	
		George W. Wales	
		Anonymous	
		William B. Weeden	
		Henry Lee	
		Dante Society	
		Assistant Professor Jaquinot	
		Executors of Thomas Carlyle	
		Dr. W. S. Bigelow	
		T. O. H. P. Burnham	
		F. Gordon Dexter	
		F. L. Higginson	
		George Higginson	
		H. P. Kidder	
		Henry Lee	
		G. A. Nickerson	
		Miss Josephine Nickerson	
		Nathaniel Thayer, Jr.	
		Various persons	
		George Higginson, treasurer of medical school building fund	
		William Gray	
		Prof. Josiah P. Cooke	
Tufts College	College Hill, Mass.	Wm. P. West	Halifax, N. S.
		Mrs. Mary T. Goddard	
		Mrs. Goddard and others	
Williams College	Williamstown, Mass.	Judge James L. Rice (deceased)	
		Various persons	
University of Michigan	Ann Arbor, Mich.	Dr. J. U. Eckel	San Francisco, Cal.
		Dr. A. J. Sawyer	Monroe, Mich.
		Rev. Chas. N. Waldron, D. D.	Hilledale, Mich.
		Mrs. C. M. Waldron	Hilledale, Mich.
Hilledale College	Hilledale, Mich.	Mrs. M. E. Waterman	Albany, N. Y.
		J. Mauck	Cheshire, Ohio
		Various persons	

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
1347, 477		\$3,000					For the endowment of a physical laboratory.
		5,350					For the endowment of a physical laboratory.
	\$5,000						For endowment of divinity school.
	5,475						For endowment of divinity school.
		5,000					\$30,165 for the increase of the botanic garden fund (Mr. Lowell's gift for immediate use) and \$497 for a new boiler for greenhouses of the botanic garden.
		5,000					
		2,500					
		4,000					
		5,000					
		8,665					
		1,000					
		497					
		5					For the endowment fund of the dental school.
	2,000						Subscriptions for Chinese instruction.
	3,680						Subscriptions for the observatory.
			\$500			\$200	For books for the library.
							To increase the salary of the professor of entomology.
						100	To aid in publishing library bulletins.
						50	To aid in publishing library bulletins.
						50	For the purchase of books on Dante.
						13	For books for the library.
							Books used by Carlyle in writing on Cromwell and Frederick II.
		4,000					For the new building for the medical school.
		3,000					
		5,000					
		25,000					
		5,000					
		2,000					
		10,000					
		5,000					
		5,000					
		18,520					
		86,964					Balance on hand of old subscriptions to the medical school building fund.
	150						For lecturer on political economy.
150,000							A collection of most of the original papers published by the officers of the laboratory during the past ten years.
		25,000					A bequest of \$20,000; purpose not specified.
							This amount of the money furnished by Mrs. Goddard has been applied to the building of a chapel.
17,000	105,000						Subscriptions and bequests to the amount of \$105,000 for endowment.
				\$5,000			For Greek and Latin prize.
50	12,000						For various purposes.
	50						For the homœopathic medical college; purpose not specified.
30,000			5,000				Collection of 100 pathological specimens for the same department.
			5,000				To found a "Waldron professorship," the trustees to elect the specific direction; the chair of Latin has been designated by them.
			5,000				Purpose of gift of \$2,500 not specified.
							Contributions to the amount of \$12,500; purpose not specified.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Hope College	Holland, Mich	Various churches and individuals.	
Kalamazoo College	Kalamazoo, Mich	Various persons	
Olivet College	Olivet, Mich		
Hamline University	Hamline, Minn	Various churches	
Carleton College	Northfield, Minn	Various persons	
Central College	Fayette, Mo	{ R. A. Barnes	St. Louis, Mo
		{ Various persons	
Westminister College	Fulton, Mo		
Pritchett School Institute	Glasgow, Mo	{ Miss Morrison	
		{ Miss Thompson	
		{ United Presbyterian Congregation.	
Lincoln College	Greenwood, Mo	{ N. M. Jamieson	
		{ J. A. Kirkton	
		{ M. M. Brown	
		{ John Glendemi	
William Jewell College	Liberty, Mo	{ Geo. Partridge and wife	
		{ Various persons	
Washington University	St. Louis, Mo		
		{ Wayman Crow and family.	
		{ Several persons	
		{ Mrs. Valeria G. Stone	Malden, Mass
Drury College	Springfield, Mo	{ Frederick Marquand	Southport, Conn
		{ S. M. Edgell	St. Louis, Mo
		{ Rev. C. L. Goodell, D. D.	St. Louis, Mo
		{ Carlos S. Greeley	St. Louis, Mo
		{ Chas. Fairbanks	London, Eng
		{ Albert W. Nickerson	Boston, Mass
Central Wesleyan College. . .	Warrenton, Mo	{ Various persons	
			St. Louis, Mo

* These benefactions are for the school year 1880-'81 and embrace those for portions of two calendar of Education

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$4,372	\$4,372						Donations to the contingent fund.
1,000	1,000						For current expenses.
50,000	20,000		\$20,000			\$10,000	\$20,000 for a professorship, \$10,000 for a library fund, and the balance for general purposes.
5,000	5,000						To liquidate debt.
44,652	(40,652)			\$4,000			\$4,000 from Mrs. A. Wilkinson, Cambridge, Mass.; \$10,401 from the estate of F. T. Coit, Norwich, Conn.; \$4,000 from estate of Mrs. L. M. Jewett, Newton, Mass., for scholarship fund; \$1,000 from estate of W. H. Norton, Northfield, Minn.; \$1,500 from John B. Eldridge, Hartford, Conn.; \$3,000 from L. J. Knowles, Worcester, Mass.; \$1,000 from Roland Mather, Hartford; \$1,000 from E. Farnsworth, Boston, Mass.; \$2,500 from Mrs. Blatchford, Chicago, Ill.; \$1,250 from Rev. E. M. Williams, Minneapolis, Minn., and \$11,018 from various other persons. Of these amounts \$4,000 are for scholarship fund, \$22,981 for general endowment, \$3,100 for annuity fund, and \$9,608 for building and general expenses.
20,000			25,000				To endow a professorship.
5,000	5,000						Purpose of gifts amounting to \$5,000 is not specified.
1,000				500			For payment of debt.
	1,200			500			For a scholarship.
							For a scholarship.
2,600	700						For liquidation of debt, on condition of free use of hall.
	400						For liquidation of debt.
	200						For liquidation of debt.
	100						For liquidation of debt.
10,000	10,000						For liquidation of debt.
		\$40,000					For permanent endowment.
	40,000						Gift of 200 acres of land, valued at \$40,000.
248,600							For several uses of the university, one gift of \$10,000 having been made for the permanent endowment of St. Louis Law School.
		132,000					Gift of the Art Museum building, including lot.
	27,000						For partial endowment of Art Museum.
		30,000	25,000				\$30,000 for chapel, \$25,000 for endowment of "Stone professorship of mental and moral philosophy," and \$18,500 given unconditionally.
	5,000						For endowment fund.
	5,250						For endowment fund.
	200						For endowment fund.
	50						For endowment fund.
		500					For further furnishing of Fairbanks Hall.
	5,000						For endowment fund.
				435			National council scholarship fund.
	2,052						For endowment fund.
1,000	1,000						For the theological department; a legacy not yet available.

years; they are therefore nearly identical with benefactions for 1880 in the Report of the Commissioner for that year.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Doane College	Crete, Nebr.	{ Mrs. Valeria G. Stone..... Thomas Doane	Malden, Mass..... Charlestown, Mass.....
		Miss Mary Perry	Worcester, Mass.....
		Edward P. Smith	Enfield, Mass.....
Alfred University	Alfred, N. Y.	Estate H. P. Haven	New London, Conn.....
		Various persons	
		Geo. H. Babcock	Plainfield, N. J.....
St. Stephen's College	Annandale, N. Y.		
St. Lawrence University	Canton, N. Y.	Mrs. E. S. Hoyt	Auburn, N. Y.....
Hamilton College	Clinton, N. Y.		
Hobart College.....	Geneva, N. Y.	J. H. Swift.....	New York, N. Y.....
Cornell University.....	Ithaca, N. Y.	Henry W. Sage	Ithaca, N. Y.....
Columbia College	New York, N. Y.	Estate of Stephen Whitney Phoenix.	New York, N. Y.....
		{ Matthew Vassar, jr.....	
Vassar College.....	Poughkeepsie, N. Y.	Edward M. Barringer.....	
		{ Mrs. Stillman Witt.....	Cleveland, Ohio.....
		Mrs. Millard Fillmore.....	Buffalo, N. Y.....
University of Rochester.....	Rochester, N. Y.	Rev. E. L. Magoon, D. D. ..	Philadelphia, Pa.....
College and Seminary of Our Lady of Angels	Suspension Bridge, N. Y.		
Syracuse University	Syracuse, N. Y.	Various persons	
University of North Carolina.	Chapel Hill, N. C.	Wm. H. Vanderbilt	New York, N. Y.....
Biddle University	Charlotte, N. C.		
Weaverville College.....	Weaverville, N. C.	{ J. A. Reagan	Weaverville, N. C.....
		W. E. Weaver	
Buchtel College.....	Akron, Ohio	E. M. Goolsby	
		Hon. John R. Buchtel.....	Akron, Ohio
German Wallace College	Berea, Ohio.....		
Ohio Wesleyan University...	Delaware, Ohio.....	Peter Amrine.....	Marysville, Ohio.....
		Hon. Columbus Delano	
Kenyon College.....	Gambier, Ohio.....		
		Hon. H. B. Curtis	Mt. Vernon, Ohio.....
		Hon. J. W. Andrews.....	

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$13,632	\$5,000						Mostly for endowment.
	5,000						
	1,000						
	500						
	200						
30,000	932		\$30,000				\$20,000 for the professorship of physics and \$10,000 for the Greek professorship.
7,000	7,000						For the annual expenses of the college.
1,250							To be used at discretion of trustees.
19,200	9,000			\$7,500		\$2,700	\$9,000 for general fund, \$2,700 for library, and \$7,500 for scholarship.
12,000	10,000					2,000	\$10,000 for the chaplaincy fund and \$2,000 for the library fund; a legacy still unpaid.
15,000		\$15,000					For botanical laboratory and plant houses.
650,000	650,000						To promote scientific research; bequest consists of personal and real estate, subject to life interest of relatives of testator.
182,000			80,000		\$50,000		\$30,000 endows two professorships, one of ancient languages and one of physics and chemistry; the \$50,000 is a fund for the aid of students: the whole is a bequest.
				2,000			A legacy; income to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his life-time, and who shall offer herself as a competitor for the prize."
	5,000						To increase the endowment fund.
	20,000						A bequest, to be divided equally between four memorial funds, the interest of which shall be available for general purposes.
							A set of eighty architectural engravings, colored by the most eminent English water-colorists, and a valuable series of large Turner proofs.
180							Purpose not specified.
49,212	49,212						To meet current expenses and pay floating debt.
10,000					10,000		To increase the Deems fund, established for the aid of indigent students of this university.
2,000	2,000						Toward endowment of president's chair.
50		10					For desks and apparatus.
		15					
		20					
28,000	28,000						To liquidate debt; pledged on condition that the whole debt, \$61,518, be pledged, which has been done.
1,200		1,200					To reduce debt on new chapel.
10,000		11,500	10,000				In part endowment of professorship.
26,500							For building a new hall for preparatory school and to form a fund, the income of which shall be used in the purchase of apparatus for the chair occupied by the Peabody professor.
				15,000			The Curtis scholarship fund.
							Conveyed to the board certain lots at Columbus, Ohio, for scholarships.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES. &c.—Cont'd.			
Denison University	Granville, Ohio	Mrs. Henry Chisholm and children.	Cleveland, Ohio
		Mr. Henry Chisholm, deceased.	Cleveland, Ohio
		J. D. Rockefeller	Cleveland, Ohio
		R. A. Holden	Cincinnati, Ohio
		W. H. Doane, M.D.	Cincinnati, Ohio
		Mrs. E. E. Barney and children.	Dayton, Ohio
		Rev. H. F. Colby	Dayton, Ohio
		Albert Thresher	Dayton, Ohio
		John K. McIntire	Dayton, Ohio
		J. B. Thresher	Dayton, Ohio
		W. P. Huffman	Dayton, Ohio
		E. M. Thresher	Dayton, Ohio
		Martin E. Gray	Willoughby, Ohio
		J. H. Tangeman	Lockland, Ohio
		J. W. King	Xenia, Ohio
		Various persons	
		Hon. William R. Putman (deceased).	Marietta, Ohio
		Alpha Di Gamma Society	
		Truman Hilker	
Marietta College	Marietta, Ohio	Joseph Perkins	Cleveland, Ohio
		Hon. Elizer Smith	Lee, Me.
		Ezra Farnsworth	Boston, Mass.
		W. O. Grover	Boston, Mass.
		J. H. Hubbell	Boston, Mass.
		Hon. S. D. Warren	Boston, Mass.
		Mrs. V. G. Stone	Malden, Mass.
		Hon. William Hyde	Ware, Mass.
		Hon. William F. Dodge	New York, N. Y.
		Hon. J. Q. Howard	New York, N. Y.
		George L. Ladin	Westfield, Me.
		Children of Rev. Dr. J. Eldridge	Norfolk, Conn.
		Hon. R. Battell and sister.	Norfolk, Conn.
Mt. Union College	Mt. Union, Ohio	Marietta College Club	Cincinnati, Ohio
		Miss Louise Brigham	Marietta, Ohio
		Various persons	
		Hon. Lewis Miller	Akron, Ohio
Oberlin College	Oberlin, Ohio	C. Aultman	Canton, Ohio
		Jacob Miller	Canton, Ohio
Rio Grande College	Rio Grande, Ohio	Miss Libbie Aultman	
Wittenberg College	Springfield, Ohio	Mrs. Fernelia Wood	Rio Grande, Ohio
Otterbein University	Westerville, Ohio	Various persons	
University of Oregon	Eugene City, Oreg.	Citizens of Lane County	
		Henry Villard	
McMinnville College	McMinnville, Oreg.	Dea. Saml. County	
		Mrs. George C. Chandler	
Muhlenberg College	Allentown, Pa.	James K. Mosser	Allentown, Pa.
Lafayette College	Easton, Pa.	Thomas Keck	New York, N. Y.
		John I. Blair	Blairtown, N. J.

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
100,532	\$27,000						For the general endowment fund.
	2,000						
	20,000						
	1,500						
	2,800						
	25,000						
	1,000						
	3,557						
	2,500						
	1,250						
72,397	3,500						For the general endowment fund.
	3,000						
	1,000						
	2,500						
	1,500						
	2,625						
				\$35,000			
	1,000						
	1,250						
	5,000						
76,000	1,000						For scholarships; the college to give tuition to one student for each \$100 of income.
	1,000						
	1,000						
	1,000						
	500						
	1,000						
	1,000						
	10,000						
	1,500						
	1,000						
43,851	500						Chiefly for endowment fund.
	1,000						
	500						
	1,000						
	1,000						
	200						
	10,000						
	572						
	875						
				\$25,000			
43,851				25,000			To found three professorships.
				25,000			
				1,000			
	43,851						
	750						
	50						
	2,000						
	12,000						
12,192	1,182						\$32,021 for endowment and \$11,830 for general purposes.
	7,000	\$1,000	1,760	250		\$1,000	
20,000	2,000						To meet current expenses and purchase apparatus.
	500						
	500						
40,000	2,000						For endowment.
	500						
	500						
40,000	20,000						To found professorship of Greek language and literature.
40,000	40,000						To endow the president's chair.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Thiel College	Greenville, Pa.	{ Miss Mary Wagner..... Rev. George W. Critchlow Samuel J. and Abbie Beck John Bacher..... Various persons	Water Cure, Pa. Prospect, Pa. Saegertown, Pa. Greenville, Pa.
Haverford College	Haverford College, Pa.		
University at Lewisburg	Lewisburg, Pa.	{ William Buoknell Various others.....	Philadelphia, Pa.
Westminster College	New Wilmington, Pa.		
University of Pennsylvania..	Philadelphia, Pa.	{ Joseph Wharton..... Thomas A. Scott (dec'd) ..	Philadelphia, Pa. Philadelphia, Pa.
Swathmore College	Swathmore, Pa.	{ Samuel Willets..... Various friends.....	New York, N. Y.
Brown University	Providence, R. I.	{ Hon. Lafayette S. Foster (deceased). Joseph C. Hartshorn Philadelphia Alumni As- sociation.	.....
Newberry College	Newberry, S. C.	Mrs. Caroline E. Lifley (deceased).	Charleston, S. C.
Clafin University.....	Orangeburg, S. C.		
East Tennessee Wealeyan University.....	Athens, Tenn.	Various persons	
King College.....	Bristol, Tenn.	Bennett H. Young	Louisville, Ky.
Bethel College.....	McKenzie, Tenn.	Various persons	
Central Tennessee College...	Nashville, Tenn.	Jacob Harmon	Indiana
Fiak University	Nashville, Tenn.		
Vanderbilt University.....	Nashville, Tenn.	Wm. H. Vanderbilt	New York, N. Y.
University of the South.....	Sewanee, Tenn.		
Southwestern University...	Georgetown, Tex.	{ D. H. Snyder..... Capt. John Snyder..... Capt. Thos. Snyder..... Various persons..... John P. Howard	Georgetown, Tex. Cheyenne, Wyo. Liberty Hill, Tex. Burlington, Vt.
University of Vermont and State Agricultural College.	Burlington, Vt.		
Middlebury College.....	Middlebury, Vt.	Various persons..... Col. Thos. A. Scott..... A friend	Philadelphia, Pa. Philadelphia, Pa.
Washington and Lee Uni- versity.....	Lexington, Va.	{ Col. F. O. French..... James Wilson.....	New York, N. Y. New York, N. Y.

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,000				\$500			For scholarships.
				500			
				500			
				500			
7,500		(\$7,500)					For general expenses and care of grounds.
100,000	\$50,000						For the endowment of the university; this gift was conditioned upon a concentration of the funds of the university and the substitution of a single board of trustees, to consist of twenty members, for the present boards of trustees and curators.
15,000							Purpose not specified.
150,000	100,000						For endowment of "The Wharton School of Finance and Economy."
46,600		\$3,100					For the endowment of a chair of mathematics.
		43,500					For the construction of additional water works.
6,500			\$50,000		3,000		Subscribed and contributed for rebuilding.
					2,000		A bequest to found a prize scholarship in Greek.
400					1,500		For a new scholarship, additional to those previously founded by him.
8,800							To found the "Philadelphia alumni scholarship."
2,000					\$2,000		Purpose not specified.
50	50						\$6,000 from Hon. Wm. Claflin, \$150 from Mrs. Lee Claflin, \$1,800 from Freedman's Aid Society, and \$850 from various other persons; purpose of benefactions not specified.
8,200		8,200					To pay tuition and aid students.
500				500			To supplement salaries.
7,498					4,000	3,498	For building purposes.
150,000	150,000						To establish a scholarship in the Meharry Medical Department.
4,200	4,200						\$4,000 for scholarship endowment, and \$3,498 for aid to students.
\$3,000		1,000					Given in 1880 and 1881 to found and sustain the university.
		1,000					For current expenses, \$600 for the university proper, and \$3,600 for the theological department.
50,000		500					For improvement of building and purchase of apparatus.
		500					For the endowment of the chair of natural history: the surplus of the income above the salary paid to the professor is to be applied to the enlargement of the cabinets and the library.
7,000		7,000					For repairs and improvements.
	50,000						For the endowment fund.
		20,000					For a library hall.
87,000				7,000			For the endowment of a fellowship, to be known as the "Howard Houston Fellowship."
				5,000			To endow a scholarship.
				5,000			To endow a scholarship.

TABLE XXIII.—*Statistics of education.*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Richmond College.....	Richmond, Va.....		
Roanoke College.....	Salem, Va.....	Leander J. McCormick...	Chicago, Ill.....
University of Virginia.....	University of Virginia, Va.	Wm. H. Vanderbilt.....	New York, N. Y.....
		Society of alumni and other friends.	
		Various persons.	
		W. W. Corcoran.....	Washington, D. C.....
Lawrence University.....	Appleton, Wis.....	Joseph Rork.....	Appleton, Wis.....
Beloit College.....	Beloit, Wis.....	Mrs. Valeria G. Stone.....	Malden, Mass.....
Milton College.....	Milton, Wis.....	Mrs. J. S. Herrick.....	Madison, Wis.....
		Friends in New England.	
Ripon College.....	Ripon, Wis.....		
Howard University.....	Washington, D. C.....	Mrs. Valeria G. Stone.....	Malden, Mass.....
SCHOOLS OF SCIENCE (mining, engineering, agriculture, &c.).			
State College of Agriculture and the Mechanic Arts.	Orono, Me.....	Ex-Gov. Abner Coburn...	Skowhegan, Me.....
Massachusetts Institute of Technology.	Boston, Mass.....	Nathaniel C. Nash.....	
		Various others.	
Worcester County Free Institute of Industrial Science.	Worcester, Mass.....	David Whitcomb.....	Worcester, Mass.....
		Stephen Salisbury.....	Worcester, Mass.....
		Joseph H. Walker.....	Worcester, Mass.....
Rensselaer Polytechnic Institute.	Troy, N. Y.....	Ebenezer Proutitt.....	Troy, N. Y.....
Lewis College.....	Northfield, Vt.....	Chas. H. Lewis.....	Boston, Mass.....
Hampton Normal and Agricultural Institute.	Hampton, Va.....	Various persons.....	

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$50,000	\$25,000	\$25,000					\$25,000 for endowment and \$25,000 for building.
4,000							Purpose not specified.
		68,000					Large refracting telescope, valued at \$50,000, which was offered to the university in 1877 on condition that the funds necessary to build an observatory and endow the chair of its director were raised, which conditions were complied with in 1881; \$18,000 for building an observatory.
144,000			\$25,000				For the endowment of the chair of astronomy.
			50,000				For the endowment of the chair of astronomy.
						\$1,000	Donations to the library, museum, and to the school of chemistry.
							Fifth instalment of \$1,000 of his gift of \$5,000 to the library.
2,000	2,000						For general fund; subject to an annuity till death of donor.
35,000	20,000	10,000					For endowment fund.
	5,000						For an observatory.
6,288	6,288						For general purposes.
20,000							To liquidate indebtedness for current expenses.
25,000			25,000				Purpose not specified.
							For the endowment of the chair of "revealed theology," on condition that the amount be raised to \$40,000 and the money held in trust by the American Missionary Association; the association is to have the right of nominating the incumbent to the chair.
120				\$20		100	\$100 for library and \$20 for prizes.
12,380							A legacy of \$10,000; purpose not specified.
							Gifts amounting to \$2,380; purpose not specified.
34,500	20,000	6,000					\$20,000 for current expenses and \$6,000 for building addition to shop.
	1,000	7,500					To help build a new shop.
22,500	7,500	15,000					For current expenses.
							For endowment fund.
2,500	2,500						For an astronomical observatory, erected as a memorial of his deceased son, formerly a member of the institute.
	13,772						To pay yearly expenses.
				16,090			\$10,715 for general purposes and \$3,057 for endowment fund.
05,058					\$2,684		For annual scholarships.
					3,021		For beneficiary fund.
	173						For Indian fund.
	30,184	30,184					For the Butler school.
							For building fund.
							\$895 for pastor's salary and \$38,239 for special purposes.

TABLE XXIII.—*Statistics of education.*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY.			
Alabama Baptist Normal and Theological School.	} Selma, Ala.	{ American Baptist Home Mission Society. Rev. M. Stone and others. Edward Smith	New York, N. Y. Enfield, Mass.
Pacific Theological Seminary.	Oakland, Cal.	Mr. and Mrs. Seth Richards. Various persons .....	..........
Theological Institute of Connecticut.	} Hartford, Conn.	{ Anonymous .....	.....
Chicago Theological Seminary.	Chicago, Ill.	Rev. W. W. Turner	Hartford, Conn.
Presbyterian Theological Seminary of the North-west.	} Chicago, Ill.	{ Various persons	Baltimore, Md.
Wartburg Seminary	Mendota, Ill.	{ Rev. George Morris	Baltimore, Md.
Baptist Union Theological Seminary.	Morgan Park, Ill. ...	{ Hon. Cyrus H. McCormick Maj. James Hite	Terre Haute, Ind.
College of the Bible	Lexington, Ky.	{ Ev. Luth. Synod of Iowa. Gesellschaft für innere Mission in Bayern. John T. Pirie	Germany
Southern Baptist Theological Seminary.	Louisville, Ky.	Various persons	Brooklyn, N. Y.
Bangor Theological Seminary.	Bangor, Me.	Thomas Kelso	Baltimore, Md.
Centenary Biblical Institute.	Baltimore, Md.	{ B. H. Cushman	Farmington, Me.
		{ Charles Clapp	Bath, Me.
		{ R. Wickett .....	.....
		{ An ex pastor .....	.....
		{ Mrs. Jonas Flske	Danvers, Mass.
		{ Mrs. Julia A. Stanly	Hallowell, Me.
		{ Rev. J. F. Goucher	Baltimore, Md.
		Thomas Kelso	Baltimore, Md.
		{ Freedman's Aid Society of M. E. Church. William J. Hooper .....	.....
		{ Francis A. Crook .....	.....
		{ B. F. Bennett .....	.....
		{ B. F. Parlett .....	.....
		{ C. W. Slagle .....	.....
		{ Various others .....	.....
		{ Hon. E. C. Fitz, A. M.	Chelsea, Mass.
		{ Harwood & Quincy	Boston, Mass.
		{ Edward C. Wilson	Brookline, Mass.
		{ J. W. Converse	Boston, Mass.
		{ J. H. Walker	Worcester, Mass.
		{ H. L. Chase	Brookline, Mass.
		{ Mrs. Thos. Nickerson	Newton Centre, Mass.
		{ J. C. Hartshorn	Providence, R. I.
		{ R. O. Fuller	Providence, R. I.
		{ H. L. Chase	Providence, R. I.
German Theological School of Newark, N. J.	Bloomfield, N. J.		

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,200							Purpose not specified.
2,400				\$1,000			For scholarship; interest only to be used.
				1,000			For scholarship; interest only to be used.
	\$400			1,000			For current expenses.
3,000							The proceeds to be given to that member of the senior class who writes the best essay on "foreign missions;" it is called the Hartranft prize.
36,886	36,886			2,000			For a scholarship.
							For endowment and general expenses.
51,883				1,500			To complete the endowment of a scholarship.
	50,000						For payment of debt.
						\$383	For library.
3,614							Collections amounting to \$3,314; purpose not specified.
1,000	1,000						Purpose of gift of \$300 not specified.
5,000	5,000						Subscription to an endowment fund of \$100,000.
140,000	140,000						For permanent endowment; also donations from many other persons; sum not specified.
							For endowment, conditioned on the raising of \$200,000, which amount was secured by June 1, 1881.
3,864	600						For general purposes.
	3,000						For general purposes.
	5						For general purposes.
	97					\$100	For students' aid.
	62						For general purposes.
	\$15,000						For general purposes.
							Land and cash for erection of building, a portion of which is apparently identical with the value of a site for building reported in 1880.
	1,500						For endowment fund.
22,890		2,000					
	600						
	600						
	850						
	300						
	250						
	2,290						
				1,000			
				1,000			
				1,000			
				1,000			
10,000				1,000			
				1,000			
				1,000			
				1,000			
				1,000			
				1,000			
4,000	4,000			1,000			
							\$2,000 for endowment and \$2,000 for debt.

TABLE XXIII.—Statistics of educational

Organisation to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont.			
Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J.	Gardner A. Sage.....	New York, N. Y.
Theological Seminary of the } Presbyterian Church. }	Princeton, N. J.	Miss H. Lenox.....	New York, N. Y.
		Robert L. Stuart.....	New York, N. Y.
		Dr. Sylvester Willard ...	Auburn, N. Y.
Auburn Theological Seminary. }	Auburn, N. Y.	E. C. Richards (dec'd) ...	.....
Canton Theological Seminary	Canton, N. Y.	Various persons .....	.....
De Lancey Divinity School...	Geneva, N. Y.	Mrs. Proctor (deceased) ..	Rochester, N. Y.
		Miss Clara A. Wilson (deceased).	Allen's Hill, N. Y.
		Samuel V. Hoffman.....	New York, N. Y.
General Theological Seminary of the Protestant Episcopal Church. }	New York, N. Y.	Mrs. George Merritt.....	New York, N. Y.
		Miss Caroline Talman.....	New York, N. Y.
		Mrs. G. R. Hoffman.....	New York, N. Y.
		Rev. E. A. Hoffman, D. D.	.....
		Rev. C. F. Hoffman.....	.....
		Mrs. Amelia A. Cobb	Albany, N. Y.
Union Theological Seminary.	New York, N. Y.	Ex-Gov. E. D. Morgan...	New York, N. Y.
		John B. Trevor.....	New York, N. Y.
		John H. Deane.....	New York, N. Y.
		John D. Rockefeller.....	Cleveland, Ohio
		Jeremiah Milbank.....	New York, N. Y.
		William A. Cauldwell.....	New York, N. Y.
		Eric L. Hedstrom.....	Buffalo, N. Y.
		Mrs. E. A. Witt.....	Cleveland, Ohio.....
		Various persons .....	.....
Christian Biblical Institute..	Stanfordville, N. Y. ..	Various persons .....	.....
St. Mary's Theological Seminary.	Cleveland, Ohio.....	.....	.....
Union Biblical Seminary.....	Dayton, Ohio.....	.....	.....
United Presbyterian Theological Seminary. }	Xenia, Ohio.....	A. Collins.....	Xenia, Ohio.....
		Daniel Wilson.....	St. Louis, Mo.....
		J. Smith.....	Muddy Creek, Pa.....
		Enoch Pratt.....	Baltimore, Md.....
		Thomas Whitridge.....	Baltimore, Md.....
Meadville Theological Seminary. }	Meadville, Pa.....	Various persons .....	.....
Benedict Institute.....	Columbia, S. C.....	Various churches and individuals.	.....
Union Theological Seminary.	Hampden Sidney College, Va.	Joseph B. Wilson.....	Rockbridge Co., Va.
Protestant Episcopal Theological Seminary.	Theological Seminary, Va.	.....	.....
Mission House School.....	Franklin, Wis.....	Members of the Northwest Synod of the Reformed Church in the United States.	.....

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$30,000		\$25,000		\$5,000		\$30,000	\$30,000 for library, for purchase of books, current expenses, and improvement of building; \$25,000 for maintenance of Peter Hertzog Hall; and \$5,000 for endowment of two scholarships.
120,000			\$100,000				Donated from the estate of the late James Lenox for the purpose of increasing the salaries of the professors. Value of a residence built for the holder of the "Stuart professorship."
		20,000					Purpose of a gift of \$10,000 not specified.
19,905	\$500		6,388	2,017			\$500 for current expenses, \$6,388 for professorship fund, and \$2,017 for scholarship fund.
15,000					\$15,000		Purpose of a legacy of \$1,000 not specified.
13,871	13,771 100						Collected in various sums from subscribers to "Fisher Memorial Hall," to educate young men for the ministry.
			25,000				For general purposes; interest only to be used.
90,000	5,000			10,000			Endowment of professorship of "pastoral theology."
			50,000				For general endowment.
				3,000			For endowment of "The John H. Talman Fellowship."
103,000		100,000					To endow the office of dean.
	15,000						For a scholarship, to be called the "Otis Allen scholarship."
	30,000						To help purchase ground for a new building.
123,000	15,000						For general endowment.
	5,000						For general endowment.
	5,000						For general endowment.
	3,000						For general endowment.
	15,000						For general endowment.
	35,000						For general endowment.
4,000	4,000						For current expenses and beneficiary funds.
8,000							Purpose not specified.
20,000							Purpose not specified.
1,800	1,000						For endowment fund.
	500						For endowment fund.
	300						For endowment fund.
23,298	10,000						For general endowment.
	10,000						For general endowment.
	3,298						For general endowment.
22,088					22,088		For education of men and women.
12,000					12,000		For educating poor young men; the gift was made in bonds which netted about \$8,000.
2,000							Purpose not specified.
4,000							Purpose not specified.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont.			
Luther Seminary	Madison, Wis.	Members of the Synod of the Norwegian Ev. Luth. Church.	
SCHOOLS OF LAW.			
Union College of Law of the Chicago and Northwestern Universities. }	Chicago, Ill.	{ Callaghan & Co. O. H. Horton Law faculty of college. ... }	Chicago, Ill.
Law School of Cincinnati College.	Cincinnati, Ohio ...	Julius Dexter	
SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.			
Southern Medical College....	Atlanta, Ga.	Ladies' Hospital Fair Association.	Atlanta, Ga.
Hahnemann Medical College and Hospital.	Chicago, Ill.		
Indiana Dental College	Indianapolis, Ind. ...	Indiana State Dental Association.	
Massachusetts College of Pharmacy.	Boston, Mass.	Powers & Weightman ...	Philadelphia, Pa. ...
Medical department of the University of Kansas City.	Kansas City, Mo.		
American Medical College....	St. Louis, Mo.		
New York Medical College and Hospital for Women.	New York, N. Y.	Various friends.	
United States Medical College.	New York, N. Y.	Charles Band, M. D.	Crete, Nebr.
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Mills Seminary	Mills Seminary, Cal.	Mr. and Mrs. William H. Bailey.	Sandwich Islands. ...
Lucy Cobb Institute	Athens, Ga.	{ George I. Seney. Citizens of Athens.	New York, N. Y. Athens, Ga.
Wesleyan Female College....	Macon, Ga.	George I. Seney	New York, N. Y.
De Pauw College for Young Women.			
College of the Sisters of Bethany.	New Albany, Ind. ...	W. C. De Pauw.	New Albany, Ind. ...
	Topeka, Kans.	Miss Holmes.	Pittsburgh, Pa.
Minden Female College.	Minden, La.	{ Corporation of Minden Parish School Commissioners.	
Maine Wesleyan Seminary...	Kent's Hill, Me.	Ami Loring.	North Yarmouth, Me.
Abbot Academy	Andover, Mass.	Former pupils and others.	
Smith College.	Northampton, Mass.	Winthrop Hillier.	Northampton, Mass.
Mt. Holyoke Female Seminary.	South Hadley, Mass.	A. Lyman Williston	Northampton, Mass.
		L. L. Brown.	North Adams, Mass.
		Emerson Gaylord.	Chicopee, Mass.
		Various others.	

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$4,836	\$4,836						For maintenance of building, teachers' salaries, and beneficiary purposes.
}	175			\$100			Annual prize for best general scholarship in senior class.
				50			Annual prize for best thesis in senior class.
				25			Annual prize for best scholarship in junior class.
				250			For annual prizes, established in 1877, two for the best oral examinations, one for the best essay on a subject to be designated, and one to be awarded at the discretion of the committee.
1,900		\$1,900					To buy hospital lot.
5,000	5,000						For the hospital.
50	50						To be applied on rent.
500		500					A case of chemicals worth \$500.
							About 250 specimens to the museum.
300							Purpose not specified.
1,800	1,800						For the support of the hospital and dispensary.
200				200			For prizes for the greatest proficiency.
3,000				3,000			For scholarships for needy worthy pupils.
}	14,000	10,000					To build a chapel.
		4,000					To improve building.
50,000	25,000	22,500				\$2,500	\$25,000 to be set apart as a perpetual endowment, \$20,000 towards renovating the college edifice, and the remainder to be equally divided between the college library and the scientific department for procuring books and apparatus.
1,500	1,500						For general purposes.
10,000		10,000					For building and improvements; there were also many other gifts made during the year by various persons.
}	400	375					For repairs.
		25					Value of gift of outline maps.
8,000							Gift of nearly \$8,000; purpose not specified.
}	3,788		\$146				Towards endowment of a chair of literature.
		217					General endowment fund.
		375		3,050			For scholarships.
35,000						35,000	For building fund.
}	15,000	10,000					For art gallery and collections.
		1,000					For building an observatory.
		500					Of these sums \$4,300 were for elevator and \$1,300 for educational fund.
	4,100						

TABLE XXIII.—*Statistics of educational*

Organisation to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Continued.			
Wellesley College.....	Wellesley, Mass.....	{ Mrs. Walter Baker Mrs. Valeria G. Stone.....	Malden, Mass.....
Bishop Whitaker's School for Girls.	Reno, Nev.....	Henry F. Durant Various persons.....	
New Hampshire Conference Seminary and Female College.	Tilton, N. H.....	{ C. H. Tenny J. H. Eastman..... N. G. Ladd Mrs. Mary Todd Tomlinson. Hon. Reuben Hitchcock.	New York, N. Y..... Jamesburg, N. H..... Malden, Mass..... Cleveland, Ohio.....
Lake Erie Female Seminary.	Painesville, Ohio....	Hon. J. S. Casement Rev. H. C. Hayden, D. D. Class of 1878.	Painesville, Ohio..... New York, N. Y.....
Columbia Female Institute..	Columbia, Tenn.....	Various persons.....	
Vermont Methodist Seminary and Female College.	Montpelier, Vt.....		
PREPARATORY SCHOOLS.			
Academy of Richmond County.	Augusta, Ga.....	F. H. Miller.....	Augusta, Ga.....
Morgan Park Military Academy.	Morgan Park, Ill....	Hon. Wait Talcott.....	Rockford, Ill.....
Phillips Academy.....	Andover, Mass.....	Ebenezer Alden, M. D.....	Randolph, Mass.....
Williston Seminary.....	Easthampton, Mass.	Samuel Williston (deceased).	Easthampton, Mass.
Kimball Union Academy....	Meriden, N. H.....	{ Hon. Dexter Richards ... Rev. Wm. A. Spanliding..	Newport, N. H..... Attleboro', Mass.....
Cazenovia Seminary.....	Cazenovia, N. Y.....	Hon. James Callanan and others.	
York Collegiate Institute....	York, Pa.....	Samuel Small.....	York, Pa.....
McKenzie College.....	McKenzie, Tenn.....	Various persons.....	McKenzie, Tenn.....
Green Mountain Seminary...	{ Waterbury Centre, Vt.	{ J. M. Matthews..... R. M. Minard, M. D.....	Burlington, Vt..... Starksborough, Vt.....
Markham Academy.....	Milwaukee, Wis.....	John C. Spencer.....	Milwaukee, Wis.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Andrews Institute.....	Andrews Institute, Ala.	J. W. Wasson.....	Andrews Institute, Ala.
William and Emma Austin College.	Stevenson, Ala.....	{ By subscription..... Mrs. Helen M. Randall.....	Williamsville, N. Y.
Tuskegee (colored) Normal School.	Tuskegee, Ala.....	Various persons.....	

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purpose.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$140,500		\$110,000		\$5,000			For scholarship.
							For building "Stone Hall," which was first opened September, 1881, though the appropriation for this purpose was made by Mrs. Stone some two or three years before that time.
3,500	\$25,500 3,500						For college of music.
							For payment of debt.
21,600	1,000						For endowment; the gift of N. G. Ladd being subject to an annuity during his life.
	100						For scholarship.
	20,500			3,000			
25,400	15,000	4,900					\$15,000 for endowment, \$2,500 for repairs, and \$2,400 for elevator.
		2,500					For repairs.
400						\$400	Value of specimens, chiefly in natural history and geology, to be added to the museum of the Institute, which, with the library, was the gift of Miss Margaretta Bowles, Columbia, Tenn. Donor and purpose not specified.
2,000							
20				20			For a prize medal, to be given to the best scholar.
							A gold medal for proficiency in drill.
5,000				5,000			Endowment for instruction or scholar- ships.
200,000							Purpose not specified; by the terms of the will of the late Samuel Williston, Williston Seminary held an interest in property, amounting to \$200,000, which amount was received on the sale of the property during the year 1881.
149						118 81	For the library and museum.
	45,000	45,000					For payment of debt and endowment.
2,500	2,500						Endowment.
5,000		5,000					For new building.
750	500						For commercial department.
	100						
20	150			20			Value of a gold medal called the "Spencer Prize" in declamation.
500		500					Given in work in the erection of a new stone school building.
600	500						To furnish the primary department.
	100						
5,000		5,000					For building, general expenses, and library.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION — Continued.			
Talladega College	Talladega, Ala.....	{ Benjamin de Forest..... Mr. Gregory..... American Missionary Association.....	Hartford, Conn..... Marblehead, Mass.....
St. Mary's Hall.....	Benicia, Cal.....	Various persons.....	
Napa Collegiate Institute.....	Napa City, Cal.....	Various persons.....	
Wolfe Hall.....	Denver, Colo.....	{ Miss C. L. Wolfe..... Various persons.....	New York, N. Y.....
Trinidad Academy.....	Trinidad, Colo.....	New West Education.....	Chicago, Ill.....
Durham Academy.....	Durham, Conn.....	S. S. Scranton.....	
St. Margaret's Diocesan School for Girls.....	Waterbury, Conn.....		
Cookman Institute.....	Jacksonville, Fla.....	Various persons.....	
Storrs School.....	Atlanta, Ga.....		
Camak Academy.....	Camak, Ga.....	Dr. James Jones.....	Camak, Ga.....
Juniper High School.....	Juniper, Ga.....	Franklin H. Lummis.....	Brooklyn, N. Y.....
Madison Male High School.....	Madison, Ga.....	Various persons.....	Madison, Ga.....
Montezuma High School.....	Montezuma, Ga.....	{ William Minor..... Various persons.....	Montezuma, Ga..... Montezuma, Ga.....
Washington Male Academy..	Washington, Ga	{ Gen. R. Toombs..... Judge William Reese..... S. Barnett and others.....	} Washington, Ga.....
Elgin Academy.....	Elgin, Ill.....		
Grand Prairie Seminary and Commercial College.....	Onarga, Ill.....		
Lenox Collegiate Institute...	Hopkinton, Iowa.....	{ Mrs. C. C. Sinclair..... Mrs. H. Finley.....	Cedar Rapids, Iowa..... Dubuque, Iowa.....
Friends' Academy.....	Le Grand, Iowa.....		
Bellewood Seminary and Kentucky Presbyterian Normal School.....	Anchorage, Ky.....	Dr. Stuart Robinson.....	Louisville, Ky.....
Union College.....	Barbourville, Ky.....		
Alexander College.....	Burkesville, Ky.....	{ Warren Tooin..... Various persons.....	Burkesville, Ky..... Nicholasville, Ky.....
Bethel Academy.....	Nicholasville, Ky.....	Various persons.....	
Princeton Collegiate Institute.	Princeton, Ky.....	{ E. P. Humphrey..... Samuel Garrett..... T. S. Anderson..... L. L. Warren..... Various persons.....	Louisville, Ky..... Princeton, Ky..... Owensboro', Ky.....
Peabody Normal Seminary ..		Local contributions.....	
Hallowell Classical and Scientific Academy.....	Hallowell, Me.....	Charles Clapp.....	Bath, Me.....
Oak Grove Seminary and Commercial College.....	Vassalborough, Me.....		
West Nottingham Academy.....	Colora, Md.....	P. S. P. Connor.....	
Powers Institute.....	Bernardston, Mass.....	Anonymous.....	
Nichols Academy.....	Dudley, Mass.....	H. Conant.....	Pawtucket, R. I.....
Tabor Academy.....	Marion, Mass.....	Mrs. Elizabeth Tabor.....	Marion, Mass.....

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$15,000	\$2,000	\$1,000	\$10,000				\$10,000 for endowment of the president's chair.
							\$1,000 for building fund.
							\$2,000 for professors' salaries, &c.
450	450						Donor and object of \$2,000 not specified.
15,000	15,000						To aid the school.
2,580		1,500					For liquidation of debt.
		1,000					Towards finishing and furnishing building.
919	919						To pay tuition.
100						\$100	For library.
3,700							Purpose not specified.
2,500		2,500					For building.
55							Purpose not specified.
500	500						For general school purposes.
500						500	For books, apparatus, &c.
2,500		2,500					Value of five acres of land and a house, the school-house to be used exclusively for white males.
2,000		500					Value of a building lot.
		1,500					From citizens to erect a new school building.
300		300					For repairing building.
300		300					For refurnishing school room.
250		250					For repairs.
210	185						For general purposes.
		25					
275	275						For deficiency.
4,000	4,000						For general purposes.
75		75					For building fund.
1,000	500						For endowment for the education of young ladies.
	500						For building.
7,000		7,000					To pay for the college property which was sold under judgment of the courts, and to improve and furnish the building for the purpose of establishing a "high school of the first order," which shall be under the care of the Presbytery of Louisville.
2,829		2,829					Also \$2,000 from the Peabody educational fund; the whole for general support.
900	900						For general purposes.
3,000	3,000						Purpose not specified.
30							A complete set of photographic apparatus, to give a taste for amateur photography and illustrate practical uses of chemistry.
50		50					For physical apparatus.
							New library, observatory, and academy building.
1,800	1,800						For teacher's salary and general support of school; besides this Mrs. Tabor has erected a house for principal, &c.

TABLE XXIII.—*Statistics of educational*

Organisation to which intrusted.		Benefactor.	
Name. /	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Mr. Moody's School for Boys.	Northfield, Mass.	{ Hiram Camp..... Miss Ella M. Graves..... James Talcott..... Morgan Scott.....	Meriden, Conn.
Weesleyan Academy.....	Willbraham, Mass.		
Shattuck School.....	Faribault, Minn.	Various persons	
St. Olaf's School.....	Northfield, Minn.		
Gustavus Adolphus College.	St. Peter, Minn.		
Weesleyan Methodist Seminary.	Waseoia, Minn.		
Mt. Hermon Female Seminary.	Clinton, Miss.		
Winona Female College.....	Winona, Miss.	Citizens of Winona	
Watson Seminary	Ashley, Mo.	Hon. A. H. Buckner.	
Southwest Baptist College...	Bolivar, Mo.		Missouri.
Butler Academy	Butler, Mo.	{ American Tract Society. Citizens of Butler.	
Bellevue Collegiate Institute.	Caledonia, Mo.	Citizens of Caledonia.	
Wentworth Male Academy...	Lexington, Mo.	S. G. Wentworth.	Lexington, Mo.
Morrisville Male and Female Collegiate Institute.	Morrisville, Mo.	Various persons	
Peirce City Baptist College...	Peirce City, Mo.	{ Andrew Peirce..... Various persons	Clifton Springs, N. Y. Missouri.
Lutheran High School.....	St. Louis, Mo.		
Salem Academy	Salem, Mo.		
Nebraska Conference Seminary.	York, Nebr.		
Pinkerton Academy.....	Derry, N. H.	John M. Pinkerton (deceased).	Boston, Mass.
Brackett Academy.....	Greenland, N. H.		
Kingston Academy.....	Kingston, N. H.	Peter French (deceased).	
Blair Presbyterial Academy.	Blairstown, N. J.	John I. Blair.	Blairstown, N. J.
South Jersey Institute.....	Bridgeton, N. J.	{ William Bucknell..... Various persons	Philadelphia, Pa.
Centenary Collegiate Institute.	Hackettstown, N. J.		
German-American School (Beacon street).	Newark, N. J.	Various persons	
German-American Elementary and High Grammar School.	Newark, N. J.	Various persons	
Albany Academy.....	Albany, N. Y.	Various persons	Albany, N. Y.
S. S. Seward Institute.....	Florida, N. Y.	Hon. Frederick W. Seward, LL. D. Rev. M. Phelan	Montrose, N. Y.
St. Joseph's Academy	Flushing, N. Y.		
Glen's Falls Academy	Glen's Falls, N. Y.		Glen's Falls, N. Y.
Genesee Wesleyan Seminary.	Lima, N. Y.		
Milbrook Academy	Milbrook, N. Y.	Society of Friends	New York, N. Y.
Free German School.....	New York, N. Y.	Mrs. Anna Ottendorfer....	New York, N. Y.
German-American School of the Nineteenth Ward.	New York, N. Y.		
Workingman's School and Free Kindergarten.	New York, N. Y.		
School of the Turnverein...	New York, N. Y.		

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$38,008	{						Purpose of gift of \$25,000 not specified.
600	\$600						Purpose of gift of \$5,000 not specified.
8,174		\$8,174					Purpose of gift of \$1,000 not specified.
350							Purpose of gift of \$5,000 not specified.
4,558	1,252	3,306					For payment of debt.
3,200	3,200						For building gymnasium and drill hall.
1,200		1,200					Purpose not specified.
200							For current expenses and building fund.
							For endowment.
2,000		2,000					For enlarging and improving buildings.
373		282					\$300 Contribution for books for benefit of pupils.
226		226					Public documents for library.
3,000		3,000					A gift of land and money to pay debt.
400	400						40 For apparatus and books.
7,000	{	1,000					For repairs on building.
500		6,000					Gift of ground and school building valued at \$3,000.
65							Maintenance of faculty and improvement of grounds.
4,000							} For building.
180,000	180,000						Donor and purpose not specified.
50							For library.
4,000	4,000						Donor and purpose not specified.
15,000	15,000						For permanent funds of the academy
700	{						50 For library.
200							For support of school.
							Addition to the endowment.
							500 } For library.
							200 } Art and library.
							200 } A gift of furniture for school rooms.
3,002		3,002					For payment of mortgage.
1,200		1,200					To fit up the chemical laboratory.
2,000	2,000						Books and apparatus.
1,500	1,500						For general purposes.
10,000	10,000						For general purposes.
80	80						For endowment.
							For education of the children of Friends.
25,000	{	10,000					{ For the promotion of the German school system; the sum of \$25,000 being part of "The Hermann Uhl memorial fund," founded by Mrs. Anna Ottendorfer in memory of her son the late Hermann Uhl, deceased.
		5,000					This sum is to be invested by trustees during lifetime of sons of Hermann Uhl, and the income paid to the institutions in the proportions indicated; at the death of both sons the capital is to be divided among the beneficiaries.
		5,000					
		5,000					

TABLE XXIII.—*Statistics of educational*

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$800	\$800						For salaries of teachers, on condition that a non-sectarian German-American school be taught.
100				\$100			For prizes.
4,000		\$4,000					500 acres of land worth \$4,000, given that a literary institute may be maintained, which shall be Catholic and conducted by monks.
100	100						To pay teachers and liquidate debt.
10,000		10,000					For school building and new mission home.
							Money to be loaned to indigent boys to help pay board and tuition; also means to furnish an extra teacher; in no case is more than \$100 to be loaned to one person, and the money is to be paid with one-third of the first yearly earnings for the benefit of a successor.
5,000	5,000						Towards support.
2,000		2,000					Cash and books; money to finish new college.
150	150						For general expenses and books.
1,000		1,000					For new boarding hall, on condition that board of trustees raise money to finish the building.
473					\$473		To buy fuel, repair buildings, and furnish poor students with books.
5,500	5,500						For endowment and equipment.
75							Donor and purpose not specified.
5,000	5,000						For endowment.
800							Donor and purpose not specified.
300		300					For improvement of grounds.
14,000	14,000						Approximate value of two hundred and fifty shares of bank stock, yielding an annual income of about \$700 to the academy.
2,800	500						For payment of debt and increase of library.
	940						
	2,000						Gifts of fossils.
50						\$40	Gifts of shells.
						10	
4,600		1,600					For payment of debt on buildings and grounds.
		3,100					
1,000		1,000					For new building (in part).
2,100	100				2,000		For general purposes.
30,000					30,000		For the education of children of Friends in limited circumstances.
3,000		3,000					To educate poor children; donor to nominate the children.
							In machinery and books for library and industrial department, and in scholarship fees.
150		150					For repainting building.
22,000		22,000					To purchase grounds and buildings and establish a school for young ladies.
						1,000	Value of gift of over 800 books for library.
		1,000					Value of a hall for the library.
2,300					200		To educate children of St. Helena.
							Mrs. Towne's donation is made on condition that sewing be taught.
							Services and money to educate the children of St. Helena.

TABLE XXIII.—*Statistics of educational*

Organisation to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Jehtown Academy	Williston, S. C.	{ Dr. J. W. Lowman H. A. Sully H. R. Tyler D. H. Sully Various persons Board of education of the M. E. Church. L. N. & L. J. Shoun Mrs. C. C. Bishop Various persons J. T. Walton Sir Thaddeus Fairbanks Ex-Gov. Horace Fairbanks Col. Franklin Fairbanks L. W. Anthony Various persons Mrs. Anna Ottendorfer Hon. J. Lawler New West Education Commission. Subscriptions Hon. M. S. Otero Hon. T. Luna Prof. C. Longuemare Various others New West Education Commission. Various persons Hon. M. S. Otero Hon. T. Luna Prof. C. Longuemare Various others New West Education Commission. Citizens and friends in the East. Church donations.....	{ Williston, S. C. Nashville, Tenn. New York, N. Y. Little Doe, Tenn. New York, N. Y. Waco, Tex. Providence, R. I. New York, N. Y. Prairie du Chien, Wis. Chicago, Ill. Las Vegas, N. Mex. Chicago, Ill.

Benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$750		\$250					To furnish academy.
		150					
		150					
		200					
500	\$500						For general purposes.
100					\$100		To help educate young men for the ministry.
12		12					Towards furnishing house.
12,500		10,000					For building.
		2,500					Value of grounds and a building paid for by the people.
500						\$500	Value of books donated to library.
	50,000						A permanent fund for general expenses; the gift of Ex-Gov. Horace and Col. Franklin Fairbanks, being from the estate of their father, Erastus Fairbanks.
100,000	50,000						
160						160	To enlarge the school library.
10,000		5,000					To put up a new building.
		5,000					
10,000	10,000						For promotion of the German school system; this is part of a fund of \$35,000 founded by Mrs. Ottendorfer in memory of her son, the late Hermann Uhl.
							Books to the library.
9,000	(4,200)						Buildings and current expenses.
	(4,800)						
3,000		3,000					Gift of minerals and books, and cash to the amount of \$3,000 for the erection of additional buildings.
1,700	1,700						Payment of teachers.
200							Purpose not specified.
1,200							Donor and purpose not specified.
5,000					5,000		For education of poor children, given in scholarships of \$40 each.
1,500	1,500						To pay teachers.
5,000		5,000					For building and furnishing.
5,000		5,000					For building for boarding department.
2,000	2,000						To assist in publishing things especially suited to aid in the instruction of deaf-mutes.
44,365	44,365						Contributed from January 1 to September 30, 1881, to the permanent endowment of the "Howe Memorial Press."
233							Donor and purpose not specified.
7,086							Donations and legacies.
173,070	173,785						Cash received on account, \$53,785; the remaining \$120,000 are in stocks and real estate.
	235						
							For general purposes.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND—Continued.			
Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	Mary Shields (deceased) .....	.....
		The Leeds estate .....	.....
		The Seybert estate .....	.....
St. John's Catholic Deaf-Mute Institute.	St. Francis, Wis.		
Dakota School for Deaf-Mutes.	Sioux Falls, Dak.	Citizens	Sioux Falls, Dak.
TRAINING SCHOOLS FOR NURSES.			
Connecticut Training School for Nurses.	New Haven, Conn.		
Illinois Training School for Nurses.	Chicago, Ill.	Various persons .....	.....
Training School for Nurses (Bellevue Hospital).	New York, N. Y.	Various persons .....	.....
Mount Sinai Training School for Nurses.	New York, N. Y.	Various persons .....	.....
		David Wallerstein (decd) .....	.....
Nurse Training School of the Woman's Hospital.	Philadelphia, Pa.		
INSTITUTIONS FOR FEEBLE-MINDED CHILDREN.			
Pennsylvania Institution for Feeble-Minded Children.	Elwyn, Pa.	Various persons .....	.....

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$165,300	\$163,000	.....	.....	.....	.....	.....	Legacy subject to a collateral inheritance tax of 5 per cent., fees, &c. Purpose of \$300 received from this estate not reported. Purpose of legacy of \$2,000 not reported. Donor and purpose not named.
	125	.....	.....	.....	.....	.....
2,000	2,000	.....	.....	.....	.....	.....	Of this sum \$1,000 were for building and 10 acres of land, valued at \$1,000, given on condition that the legislature appropriate \$2,000 for said school building, which appropriation was made.
155	.....	.....	.....	.....	.....	.....	Donation and subscriptions.
15,085	15,085	.....	.....	.....	.....	.....	For the purpose of founding the school.
6,518	6,518	.....	.....	.....	.....	.....	For general support of the school; donations and subscriptions.
7,260	6,760	.....	.....	.....	.....	.....	\$3,410 subscribed to start the school and \$350 in cash donations. Purpose of legacy of \$500 not specified. For general purposes.
	263	263	.....	.....	.....	.....
500	.....	.....	.....	.....	\$500	.....	Annual subscription to the free fund.

REPORT OF THE COMMISSIONER OF EDUCATION.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Pages.	Price.
1	2	3	4	5	6
ARCHAEOLOGY, FINE ARTS, AND MUSIC.					
The Tonic Sol-Fa Music Reader. By Theodore F. Seward and B. C. Unseld. History of Sculpture, Painting, and Architecture. By Charles S. Farrar. Topical lessons with specific references to valuable books. Second edition. Aryo-Semitic Speech: A Study in Linguistic Archaeology. By James Fredrick McCurdy.	Biglow & Main Townsend MacCoun	Chicago, Ill. do	8vo	64-143	90 25 1 00
A Book of Rhymes and Tunes. Compiled by Margaret Pearmain Osgood. Translated by Louisa T. Urcin.	Warren F. Draper	Andover, Mass	8vo	12-176	2 00
Album of Songs, Old and New. By Robert Franz. New selected edition, with German and English words, and notes by German critics. Curiosities of Music; A Collection of Facts Not Generally Known Regarding the Music of Ancient and Savage Nations. By Louis C. Elson.	Oliver Ditson & Co	Boston, Mass	4to	128	1 50
National Hymn and Tune Book for Female Voices. By L. W. Mason. Collection of unsectarian hymns for use in high and normal schools.	do	do	4to	277	2 50
Time and Tune. Book 1. By A. S. Caswell and J. E. Ryan.	do	do	16mo	370	1 00
Handbook of Legendary and Mythological Art. By Mrs. Clara Erskine Clement. Thirteenth edition. Descriptive Illustrations.	Ginn & Heath	do	8vo	44-128	70
Same. New enlarged edition. Illustrated.	do	do	Long 8vo	186	75
Painters, Sculptors, Architects, Engravers, and Their Works. By Mrs. Clara Erskine Clement. Sixth edition.	Houghton, Mifflin & Co	do	8vo	551	2 50
Same. New enlarged edition. Illustrated.	James R. Osgood & Co	do	12mo	668	2 00
Gleanings in the Fields of Art. By Mrs. Ednah D. Cheney.	Houghton, Mifflin & Co	do	8vo	243	2 50
Handbook of Wood Engraving. By William A. Emerson. New edition. Illustrated.	James R. Osgood & Co	do	8vo	95	1 00
Home and School: An Illustrated Song for Children. By Louis C. Elson. Illustrated.	Lee & Shepard	do	24mo	72	1 00
Our American Artists. By S. G. W. Benjamin. Second series: Painters, Sculptors, Illustrators, Engravers, and Architects. Illustrated.	D. Lothrop & Co	do	Sq. 8vo	68	1 50
Discourses on Architecture. From the French of Eugène E. Viollet-le-Duc. By Benjamin Bucknall. Vol. 2. Illustrated.	do	do	Sq. 8vo	68	1 50
Famous Painters and Paintings. By Mrs. Julia A. Shedd. Third edition, revised and enlarged. Illustrated.	James R. Osgood & Co	do	8vo	500	5 00
Famous Sculptors and Sculptures. By Mrs. Julia A. Shedd. Illustrated with heliotype from many famous works of sculpture.	do	do	12mo	64-819	3 00
Fletcher's Handbook. By P. G. Hamerton. Third edition, revised and enlarged. Primitive Industry, or Illustrations of the handwork, in stone, bone, and By C. G. Abbott, M. D.	Roberts Bros	do	12mo	7-560	2 00
The Dictionary of Roman and Greek Antiquities. By Anthony Rich. With nearly 2,000 illustrations of Art, more especially of Architecture. By Louis G. Abbot.	George A. Rees	Salem, Mass	8vo	756	3 00
The History and Foundation of Art, more especially of Architecture. By Louis G. Abbot.	D. Appleton & Co	New York, N. Y	8vo	22-1-66	3 00
The History and Foundation of Art, more especially of Architecture. By Louis G. Abbot.	A. C. Armstrong & Son	do	8vo	22-1-66	4 00

Philip Gilbert Hamerton.	do	do	do	18
Barnes' Popular Drawing. Complete in 13 numbers. [Also] Manuals of Instruction for Each Grade:	do	do	do	12
Introductory Course.	do	do	do	Each, 16
Freehand Course. Books 1 to 4.	do	do	do	Each, 18
Books 5 to 8.	do	do	do	Each, 18
Mechanical Course. 2 books.	do	do	do	Paper, 1 00
Perspective Course. 2 books.	do	do	do	Paper, 35
Modern Architectural Designs and Details. Part 4. 8 plates.	Bicknell & Comstock.	Folio	12mo.	2 50
American Academy Notes, 1881. Edited by Charles M. Kurtz. With illustrations from many of the principal pictures in the fifty-sixth annual exhibition of the National Academy of Design.	Cassell, Petter, Galpin & Co.	do	do	3 00
Flower Painting in Water Colors. By F. Edward Hulme. 20 colored plates.	do	do	Sq. 8vo.	2 50
Lessons in Figure Painting in Water Colors. By Blanche Macarthur and Jennie Moore. 16 colored plates, with special instructions by the painters.	do	do	Sq. 8vo.	3 00
Practical Lessons in Architectural Drawing. By William B. Tuthill. Illustrated.	William T. Comstock.	Obl. 8vo.	{ 23 pl. + 19 pp. 44 + 12 }	2 50
History of Art. By Wilhelm Lübke. Edited by Clarence Cook. Students' edition. 2 vols. Illustrated.	Dodd, Mead & Co.	8vo.	{ 8 + 370 8 + 318 }	7 50
The Renaissance of Art in France. By Mrs. Mark Pattison. Illustrated. 2 vols.	do	8vo.	{ 265 160 }	7 50
A Short History of Art. By Julia B. DeForest. Illustrated.	Harper & Bros.	8vo.	303	2 00
Franklin Square Song Collection. Compiled by J. P. McCaskey. For schools and homes, nursery and fireside.	do	8vo.	14 + 351	Paper, 40
The Past in the Present: What is Civilization? By Arthur Mitchell, M. D. Illustrated.	do	8vo.	248	3 00
Greece and Rome: Their Life and Art. By Jakob von Falke. Translated by William Hand Browne. 52 full-page illustrations.	Henry Holt & Co.	Folio	15 00	15 00
A Dictionary of Music and Musicians. Edited by George Grove. Vol. 1, A to Improvising; vol. 2, Improperia to Plain Song. Illustrated.	Macmillan & Co.	8vo.	Each, 6 00	6 00
The Year's Art, 1881: epitome of all matters relating to painting, sculpture, and architecture which have occurred during 1880 in the United Kingdom, with information respecting events of 1881. Compiled by Marcus B. Huish. A Brief Outline of the History of Art. By Miss Julia B. DeForest (Chautauqua text-books, No. 32).	do	12mo.	1 00	1 00
Man's Antiquity and Language. By M. S. Terry, D. D. (Chautauqua text-books, No. 29).	Phillips & Hunt.	24mo.	64	10
Bartholomew's New Drawing Series: Freehand Tracing Series. Nos. 1-4.	do	24mo.	76	Paper, 10
Grammar School Course. Nos. 5-12.	Potter, Alnsworth & Co.	do	88	88
How to Teach, Guide to Nos. 1-4.	do	do	1 16	1 16
How to Teach, Guide to Nos. 1-12.	do	do	36	36
Dictionary of Architecture. By W. and G. Audley. Vols. 1 and 2.	G. P. Putnam's Sons.	8vo.	90	90
Putnam's Art Handbooks. Edited by Susan N. Carter.	do	do	50	50
Artistic Treatise on the Human Figure. By Henry Warren. Fourth edition. Illustrated.	do	Sq. 16mo.	33	50
The Art of Figure Drawing. By C. H. Weigall. From twenty-first London edition. Illustrated.	do	Sq. 16mo.	53	50
Music as a Language. Compiled by A. J. Goodrich. 9 parts.	G. Schirmer.	12mo.	4 + 106	75

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	Size of book.	Number of pages.	Price.
ARCHÆOLOGY, FINE ARTS, AND MUSIC—Continued.							
Architecture in England, from the Conquest to the Reformation. By Thos. Rickman. Illustrated.		Scribner & Welford		New York, N. Y.			\$6 40
Art Text Books. Illustrated. Edited by E. J. Poynter, R. A.:		do		do			2 00
Painting, Classic and Italian. By E. J. Poynter and P. R. Head		do		do	12mo.	244	2 00
Painting, German, Flemish, and Dutch. By H. W. Buxton		do		do			2 00
Architecture. Gothic and Renaissance. By T. R. Smith		do		do	Cr. 8vo.		4 00
Elementary History of Art, comprising Architecture, Sculpture, Painting, and Music. By N. D'Anvers. New edition. Illustrated. By George Gilbert Scott. Illustrated.		do		do	4to.		12 00
An Essay on the History of English Church Architecture. By George Gilbert Scott. Illustrated.		do		do	8vo.		8 40
The History of Antiquity. By Max. Duncker. Vol. 5		do		do	18mo.		1 00
South Kensington Art Handbooks:		do		do	4to.		3 00
23. College and Corporation Plate. Illustrated		do		do			10 00
The Yearly Volume of the Art Journal of Every Branch of Decorative Art, Vol. 2. Illustrated.		R. Worthington		do	Folio.	12+123	5 00
Etudes in Modern French Art. By Edward Strahan. Illustrated with 10 plates, India proofs, and numerous fac-similes of original drawings.		do		do	4to.		75
The Table Book of Art. A History of Art in all Countries and Ages, with Memoirs of the Artists. By P. T. Sandhuart, F.R.S. New edition. Illustrated.		John Church & Co		Cincinnati, Ohio			75
Cases and Williams' Princes of Song		do		do			85
Glorious Castle. By G. F. Root		do		do			80
Vocal Selections for High Schools		G. D. Newhall & Co		do			1 60
The Song Clarion. By W. T. Gilfe		John E. Potter & Co		Philadelphia, Pa.	12mo.		
The Artist and His Model. By Rev. William M. Reilly		S. C. Griggs & Co		Chicago, Ill.	12mo.	454	1 50
BIBLIOGRAPHY AND LITERATURE.							
Literary Style, and Other Essays. By Wm. Mathews		Jensen, McClurg & Co		do			2 00
Familiar Talks on English Literature. By Abby Sage Richardson. Manual embracing the great epochs of English literature, from English Conquest of Britain (449) to death of Walter Scott (1832).		do		do			12 75
Macaulay's Complete Works. Cambridge edition. 8 vols.		do		do			5 35
Macaulay's Essays and Poems. Cambridge edition. 3 vols.		do		do			0 00
The Student's Handy Shakespeare. Edited by H. N. Hudson. 12 vols.		do		do			1 25
Complete Works of William Shakespeare. With life of the poet, notes, and index. By Rev. Henry N. Hudson. Harvard edition. In 29 vols. Vols. 18-20, Shakespeare's Works. With introduction and notes, for use of schools. By Rev. H. N. Hudson. (Annotated English Classics)		do		do	10mo.	244	85
do		do		do	10mo.	244	85

REPORT OF THE COMMISSIONER OF EDUCATION.

Name of book and author.	1	Name of publisher.	2	3	Place of publication.	Size of book.	Number of pages.	Price.
BIBLIOGRAPHY AND LITERATURE—Continued.								
Praise of Books as Sold and Sung by English Authors; with preliminary essay on books. Compiled by John Alfred Langford.		Cassell, Petter, Galpin & Co	New York, N. Y.		16mo	165	\$1 00	
English School Classics for Classes in English Literature, Reading, Grammar, &c. Edited by eminent English scholars. 17 numbers.		Clark & Maynard	do		16mo	Each, 23	Paper, ea., 12	
A Text Book on Rhetoric. By Brainerd Kellogg, A. M.		do	do		12mo	276	85	
The Classics for the Million. Being an epitome in English of the works of the principal Greek and Latin authors. By Henry Grey. Second edition, revised and enlarged.		E. P. Dutton & Co	do		12mo	8+248	1 25	
Shakespeare for the Young Folk. Comprising the plays of "A Midsummer Night's Dream," "As You Like It," "Julius Caesar." Edited by Prof. Robert E. Raymond. Illustrated.		Ford, Howard & Hulbert	do		8vo		2 75	
Cæsar. A sketch. By J. A. Froude.		Harper & Bros.	do		12mo		00	
The Chinese: Their Education, Philosophy, and Letters. By W. A. P. Martin, D. D.		do	do		12mo	8+319	1 75	
English Men of Letters. Edited by John Morley; Thomas De Quincey. By David Masson.		do	do		12mo	8+196	75	
Lancelot. By Sidney Colvin.		do	do		12mo		75	
William Wordsworth. By F. W. H. Myers.		do	do		12mo	8+193	75	
Dryden. By G. Saintsbury.		do	do		12mo	8+192	75	
Harper's Encyclopedia of British and American Poetry. Edited by Epes Sargent.		do	do		8vo	35+963	4 50	
Life of Cicero. By Anthony Trollope. 2 vols.		do	do		12mo	347, 346	3 00	
Shakespeare; Critical Study of his Mind and Art. By Edward Dowden.		do	do		12mo	18+386	1 75	
Shakespeare's Plays. Edited, with notes, by William J. Rolfe, A. M. Illustrated.		do	do		16mo		60	
All's Well That Ends Well.		do	do		16mo	8+186	60	
Taming of the Shrew.		do	do		16mo	8+180	60	
Coriolanus.		do	do		16mo	279	60	
Cymbeline.		do	do		16mo	232	60	
Comedy of Errors.		do	do		16mo	164	60	
Antony and Cleopatra.		do	do		16mo		60	
Introduction to the Science of Comparative Mythology and Folk-Lore. By Anthony and Cleopatra.		Henry Holt & Co	do		12mo	14+520	1 75	
Rev. Sir G. W. Cox.		do	do		12mo		1 50	
One Antonio's Companionpiece. By L. Allott-Royden.		do	do		8vo	14+844	2 50	
Demosthenes in Italy. By James Addington Symonds.		do	do		8vo	16+843	2 50	
Part I: The Age of the Demostoc.		do	do		8vo	10+843	1 50	
Part II: The Age of the Demostoc.		do	do		8vo	10+843	1 50	
Part III: The Age of the Demostoc.		do	do		8vo	10+843	1 50	

tracts chiefly from <i>ms.</i> in the Bodleian and Oxford libraries. Vol. I, Part 1: Buddhist texts from Japan.	do	8vo	11+464	2 75
Aspects of Poetry. By John Campbell Sharp. Lectures delivered at Oxford.	do	16mo.	377	1 25
Essays of Joseph Addison. Chosen and edited by John Richard Green.	do	12mo.	14+184	1 25
The Library. By Andrew Lang. With a chapter on modern illustrated books, by Austin Dobson. Illustrated.	do	8vo	8+244	3 00
Notes on the Nilopakhyanam; or, Tale of Nala. By John Pells. Edited for the Syndics of the University Press.	do	16mo.	50+293	1 10
Plutarch's Life of Themistokles. With introduction, notes, and appendix by Rev. Hubert A. Holden.	do	8vo	10+450	3 50
The Roman Poets of the Republic. By W. Y. Sellar. New edition, revised and enlarged.	do	8vo	{ 118+268 }	{ 5 25 }
The Sacred Books of the East. Edited by F. Max Müller. Vols. 6 and 9: The Qur'an [Koran]; translated by E. H. Palmer.	do	24mo.	{ 10+363 }	{ Paper, 10 }
Readings from Ancient Classics (Chautauqua text books, No. 27)	do	8vo	103	3 00
A History of American Literature. By Moses Colt Tyler. Colonial period, 1607-1785. New cheap edition. 2 vols. in 1 vol.	do	8vo	23+380	8 00
History of English Thought in the Eighteenth Century. By Leslie Stephen. New edition. 2 vols.	do	8vo	.....	.....
The Literary Life. By W. S. Walsh.	do	16mo.	.....	1 25
Part I: Authors and Authorship.	do	8vo	6+74	50
Putnam's Library Companion. A quarterly continuation of "The Best Reading." Vol. 4, 1890.	do	8vo	.....	2 00
Books and Reading; or, What Books Shall I Read and How Shall I Read Them? By Noah Porter, D. D. With an appendix, containing a select catalogue of books. New edition.	do	8vo	12+434	.....
Cæsar: A Sketch. By James Anthony Froude.	do	12mo.	4+247	2 50
Chips from a German Workshop. By F. Max Müller. Vol. 5: Miscellaneous Later Essays.	do	12mo.	8+288	3 00
Sir William Herschel: His Life and Works. By Edward S. Holden.	do	8vo	.....	1 50
Chaucer for Schools. By Mrs. Hugh R. Haweis	do	8vo	.....	1 00
On Thinking. By Brother Azarias. Address delivered to the senior class of Rock Hill College.	do	8vo	4+37	Paper, 25
Shakespeare's Works. With life, by Alexander Dyce.	do	8vo	1087	3 00
Class Book of Oratory. By Prof. A. A. Griffith. Revised.	do	12mo.	.....	1 50
A Syllabus of Anglo-Saxon Literature. By J. M. Hart. Adapted from Bernhard Ten Brink's Geschichte der englischen Literatur.	Cincinnati, Ohio	8vo	2+69	Paper, 50
Schiller and His Times. By Johannes Scherr. From the German, by Ellisabeth McClellan. Illustrated.	Philadelphia, Pa.	8vo	18+454	3 00
Hundertkrieger, and Other Tales. By Mrs. Frances C. Henderson. Forming an epitome of modern European literature.	do	12mo.	.....	1 50
Familiar English Quotations	do	48mo.	.....	50
Foreign Classics for English Readers. Edited by Mrs. M. O. W. Oliphant: Cervantes. By Mrs. Oliphant.	do	16mo.	.....	1 00
Cornelle and Racine. By Henry M. Trollope	do	16mo.	19+214	1 00
Madame de Sévigné. By Miss Annie I. Thackeray	do	16mo.	13+181	1 00
A Handy Classical Dictionary	do	48mo.	.....	1 50

TABLE XXIV.—*Publications, educational, Meteorol., &c., for 1881, &c.—Continued.*

Name of book and author.	1	2	3	4	Number of pages.	Price.
BIBLIOGRAPHY AND LITERATURE.—Continued.						
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Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	Number of pages.	Price.
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TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1					
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TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
I	2	3	4	5	6
HISTORY.—Continued.					
Columbus; or The Discovery of America. Edited by Fred. H. Allen. Illustrated.	D. Lothrop & Co.	Boston, Mass	12mo.		\$1 00
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(See Bibliography and Literature).

Logic.

(See Philosophy and Logic).

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

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1	2	3	4	5	6
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Synopsis of the Fresh-Water Rhizopoda. Compiled by Romya Hitchcock. Founded upon Prof. Jos. Leidy's Fresh-Water Rhizopoda of North America. Botany. Outlines of Morphology, Physiology, and Classification of Plants. By William Ramsay McNab, M. D. Specially revised for American students by C. E. Bessey. Illustrated.		do	do	12mo.	8+56	75
Butterflies. Their Structure, Changes, and Life-Histories. By Samuel H. Scudder. With appendix of practical instructions. Illustrated.		Henry Holt & Co.	do	16mo.	10+400	1 00
Zoology for students and general readers. By A. S. Packard. Volume 2. Alphabets of the Principles of Agriculture. By Henry Tanner		do	do	8vo	10+332	3 00
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		Thomas Nelson & Sons	do	16mo	8 104	75

by Wolf, Zwecker, Weir, Coleman, Harvey, and others. Engraved by the Brothers Dalziel.	Charles Scribner's Sons	do	8vo	600	3 50
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Our Native Ferns and How to Study Them. By Lucien M. Underwood. With synoptical description of the North American species. Illustrated.	Robert Clarke & Co	Cincinnati, O.	12mo	116	1 00
The Honey Ants of the Garden of the Gods, and the Occident Ants of the American Plains. By Henry C. McCook, D. D. Illustrated with 13 plates.	J. B. Lippincott & Co	Philadelphia, Pa.	8vo	188	2 50
PHILOSOPHY AND LOGIC.					
Empirical Psychology; or, The Human Mind as Given in Consciousness. By Laurena P. Hickok, D. D. Revised with the coöperation of Julius H. Seelye, D. D.	Ginn, Heath & Co	Boston, Mass	12mo		1 30
History of Materialism and History of Its Present Importance. By Frederic Albert Lange. Authorized translation by Ernest Chester Thomas. In 3 volumes. Vol. 3.	Houghton, Mifflin & Co	do	8vo	13+376	3 50
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Critique of Pure Reason. By Immanuel Kant. Translated by F. Max Müller, with historical introduction by Ludwig Noiré. 2 volumes.	do	do	8vo	{ 62+510 31+735 }	9 00
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Materialism, Ancient and Modern. By a late Fellow of Trinity College, Cambridge.	do	do	12mo	43	75
The Metaphysics of the School. By Thomas Harper. Vol. 2.	do	do	8vo	28+757	5 00
Sketches of Ancient Philosophy from Thales to Cicero. By Jos. B. Mayor	do	do	16mo	16+254	9 00
Aesthetics; or, The Science of Beauty. By John Bascom	G. P. Putnam's Sons	do	12mo		1 50
The New Ethics; or, The Moral Law of Use. By Frank Sewall	do	do		72	1 00
Science of Mind. By John Bascom	do	do	Sq. 8vo		2 00
A Text book to Kant. The critique of pure reason; aesthetic, categories, schematism, translation, commentary, index; with biographical sketch.	do	do	8vo		6 00
By James Hutchinson Sterling.	do	do	8vo		
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Outline Study of Man. By Mark Hopkins. Revised edition	do	do	12mo		1 75

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Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	Price.
PHILOSOPHY AND LOGIC—Continued.									
<i>Renoua and Kant; or, An Exposition of Stoic and Rationalistic Ethics, with a Comparison and Criticism of the two Systems.</i> By Rev. W. T. Jackson.		United Brethren Publishing House.		Dayton, Ohio		12mo.		109	\$1 00
<i>Practical Logic; or, The Art of Thinking.</i> By D. S. Gregory, D. D.		Edridge & Bro.		Philadelphia, Pa.		12mo.		218	1 15
PHYSICS.									
<i>(See Mechanics and Physics.)</i>									
POLITICAL AND SOCIAL SCIENCE.									
<i>Cyclopedia of Political Science, Political Economy, and of the Political History of the United States.</i> Edited by John J. Lalor. In 3 volumes. Vol. I, Application—Duty.		Rand, McNally & Co.		Chicago, Ill.		Folio		8+847+2	6 00
<i>A Brief Outline of Governments, with Notes on their Constitutions.</i> Compiled by Samuel P. Finner.		Normal Publishing House		Danville, Ind.		32mo.		45	Paper, 10
<i>The Republic of Republics; or, American Federal Liberty.</i> By F. C. Cocks. Fourth edition.		Little, Brown & Co.		Boston, Mass.		8vo			3 50
<i>Theory of Our National Existence, As Shown by the Action of the Government of the United States since 1801.</i> By John C. Hurl.		do		do		8vo			3 50
<i>Treatise on Citizenship, by Birth and by Naturalization.</i> By Alexander Porter Morse.		do		do		8vo		28+385	4 00
<i>Social History of the Races of Mankind.</i> By A. Featherman. Fifth division: Annals.		James B. Osgood & Co.		do		8vo		630	5 00
<i>Descriptive Sociology; or, Groups of Sociological Facts.</i> Classified and arranged by Herbert Spencer. No. 7, Division II, Part II. E. Hebrews and Phenicians.		D. Appleton & Co.		New York, N. Y.		Large folio			4 00
<i>Elements of Economics.</i> By Henry Dunning Macleod. In 2 volumes. Vol. I. Conspectus of the History of Political Parties and the Federal Government. By Walter Houghton.		do		do		12mo.		22+415	1 75
<i>Guide to the Study of Political Economy.</i> By Luigi Cosas. From second Italian edition, with preface by W. Stanley Jevons.		Granger, Davis & White.		do		4to.			5 00
<i>The Glasgow Year Book of Statistics and Historical Annual of the States of the United Kingdom.</i> Edited by R. F. H. Martineau.		Macmillan & Co.		do		12mo.			1 25
<i>History of Political Economy.</i> By Walter Houghton.		do		do		12mo.		26+784	3 00
<i>Political Economy Bibliography.</i> By Walter Houghton.		G. P. Putnam's Sons		do		8vo			Paper, 25
<i>Political Economy and Questions pertaining to Political Economy, Constitution, and Administration of Government, and</i>		do		do		8vo		6+34	Paper, 10
<i>Political Economy and Questions pertaining to Political Economy, Constitution, and Administration of Government, and</i>		do		do		8vo		10+410+1	Paper, 25

Principles of Political Economy, with some of their Applications to Social Philosophy. By John Stuart Mill. People's edition.	R. Worthington.....	do	12mo.	600	2 00
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THEOLOGY.					
New Testament. Comparative edition, embracing the old and revised versions arranged in parallel columns. Revised New Testament. Printed for the Universities of Oxford and Cambridge.					
Essays on Theology and Philosophy. By W. B. Carson, D. D.	James P. Harrison & Co.....	Atlanta, Ga.	8vo	94	50
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The Old Testament in the Jewish Church. Twelve lectures on Biblical criticism, with notes. By W. Robertson Smith, M. A.	do	do	12mo.		1 75

TABLE XXIV. — *Publications, educational, historical, &c., for 1881, &c.* — Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY — Continued.					
Scotch Sermons, 1880.	D. Appleton & Co.	New York, N. Y.	12mo.	345	\$1 25
Monumental Christianity. By John P. Landy. Second edition	J. W. Bonten	do	Sm. 4to.	18+460	7 50
History of the Reformation of the Sixteenth Century. By J. H. Merle	Robert Carter & Bros.	do	8vo	22+867	1 00
d'Aubigné, p. v. 5 volumes in 1 volume.	do	do	12mo.	14+9+328	1 75
Relations of Science and Religion. By Henry Calderwood. Illustrated.	{ Cassell, Potter, Galpin & Co.	do	16mo.	8+213	75
Companion to the Revised Version of the New Testament. By Alex. Roberts,	{ I. K. Funk & Co.	do	16mo.	213	75
p. v. Authorized edition.	{ E. P. Dutton & Co.	do	12mo.	6+408	1 75
Mosaics: or, The Harmony of Collect, Epistle, and Gospel for the Sundays	do	do	12mo.	288	1 25
of the Christian Year. By Wm. Criswell Downe, D. D.	Forde, Howard & Hulbert	do	8vo	1 00	Cloth,
Studies on the English Reformation. By Rev. J. Williams.	do	do	16mo.	887	1 75
The American Version of the Revised New Testament. Edited by Rev.	do	do	13mo.	947	2 00
Roswell D. Hitchcock, D. D., LL. D.	I. K. Funk & Co.	do	4to	4+1000	4 00
The Gospel History. Edited by James R. Gilmore and Lyman Abbott, D. D.	do	do	8vo. 8vo	400	3 00
With notes, original and selected, indexes of texts and topics.	do	do	8vo	10+574	1 50
Yale Lectures on Preaching. By Henry Ward Beecher. Delivered before	do	do	8vo	85	2 50
the theological department of Yale College. 1st, 2d, and 3d series. 3	do	do	8vo	28-63	Paper,
volumes in 1 volume. New edition.	do	do	8vo	1100	25
Analytical Biblical Treasury. By Robert Young, LL. D.	do	do	8vo	20+281+60	Paper, 3 00
Analytical Concordance to the Bible. By Robt. Young. Revised and au-	do	do	8vo	4 00	Esob,
thorized edition.	do	do	8vo	1 50	Paper,
Biblical Notes and Queries. By Robert Young, LL. D.	do	do	8vo	4 00	3 00
A Critical and Exegetical Commentary on the Book of Exodus. By James	do	do	8vo	400	1 50
G. Murphy, D. D. With preface and notes by Dr. John Hall.	do	do	8vo	10+574	2 50
Commentary on the Gospel of St. Luke. By E. Godet. From the second	do	do	8vo	85	Paper,
French edition by E. W. Shalders and M. D. Cusin. With preface and	do	do	8vo	28-63	25
notes to American edition by John Hall, D. D.	do	do	8vo	1100	Paper, 3 00
Culture and Religion in Some of Their Relations. By J. C. Shalrp.	do	do	8vo	20+281+60	1 50
(The Gospel of Mark, with Marginal Passages Printed at Length, From	do	do	8vo	4 00	4 00
Teachers' Edition of Revised New Testament.	do	do	8vo	400	3 00
Popular History of English Bible Translations. Revised by Thomas J.	do	do	8vo	400	1 50
Consent, D. D. In 2 parts.	do	do	8vo	400	1 50
Suggestive Commentary on St. Luke, with Critical and Homiletical Notes.	do	do	8vo	400	1 50
By W. H. Van Doren, D. D. Edited by James Kernahan. New edition,	do	do	8vo	400	1 50
enlarged. 4 volumes.	do	do	8vo	400	1 50
Teachers' edition of the New Testament. Translated out of the Greek;	do	do	8vo	400	1 50
being the version set forth 1811, compared with the most ancient authori-	do	do	8vo	400	1 50
ties and revised 1881.	do	do	8vo	400	1 50
Young's New Version of the Holy Bible. Translated according to the Letter	do	do	8vo	400	1 50
and Tables of the Original Languages. By Robert Young, D. D.	do	do	8vo	400	1 50
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JOHN ATCHAMER and JAMES STROUD. New Testament in the Original Greek. Text revised by Brooke Foss Westcott, D. D., and Fenton J. Hort, D. D. American edition, with introduction by Philip Schaff, D. D.	do	do	12mo.	90+580	2 0
The Bible and Science. By T. Lander Brunton, M. P. A New Analogy between Revealed Religion and the Course and Constitution of Nature. By "Cellarius."	Macmillan & Co	do	12mo	415	2 50
Sermons Preached in a College Chapel. By J. R. Illingworth. With appendix. Treatise on the Atonement of the Three So-Called Poetical Books of the Old Testament—Psalms, Proverbs, and Job. By William Wickes. Appendix containing the treatise assigned to R. Jehuda Ben-Bil'am on the same subject in the original Arabic.	do	do	8vo	8+295	2 00
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Commentary on the Old Testament. Edited by D. D. Whedon. Vol. 6: Book of Job, by J. K. Burr; Book of Proverbs, by W. W. Hunter; Book of Ecclesiastes and of Solomon's Song, by A. B. Hyde.	do	do	8vo	10+120	Paper, 1 10
Compendium of Christian Theology. By William Burt Pope, D. D. 3 volumes. Key to the Apocalypse; or, Revelation of Jesus Christ to St. John in the Isle of Patmos. By Rev. Alfred Brunson.	Thomas Nelson & Sons	do	16mo	8+560	1 75
Problem of Religious Progress. By Daniel Dorehester, D. D. Illustrated with diagrams.	Phillips & Hunt	do	12mo	557	2 25
Thoughts on the Holy Gospels. How they came to be in manner and form as they are. By Francis W. Upham, LL. D.	do	do	8vo	1400	8 25
What Noted Men Think of Christ. By L. T. Townsend, D. D. (Chautauqua text book, No. 31.)	do	do	10mo	215	1 00
Hours with the Bible; or, Scriptures in the Light of Modern Discovery and Knowledge. By Cunningham Geikie, D. D.	do	do	12mo		2 00
I. Creation to Patriarchs. Illustrated.	do	do	12mo		1 25
II. Moses to the Judges. Illustrated.	do	do	24mo	79	Paper, 10
III. Samson to Solomon. With 16 engravings.	James Pott	do	12mo	500	1 50
Natural Theology. By John Bascom	do	do	12mo	500	1 50
The Biblical Museum. By James Comper Gray. A collection of notes, explanatory, homiletic, and illustrative, on the Holy Scriptures. Vol. 6, Book of Psalms. Vol. 7, Proverbs, Ecclesiastes, Song of Solomon.	do	do	12mo	500	1 50
The Chief End of Revelation. By Alex. Balmain Bruce, D. D.	G. P. Putnam's Sons	do	12mo	808	1 50
Co-operative Revision of the New Testament. Notes of the method and progress of the work, and of the share of the American Committee therein. By Alfred Lee.	A. D. F. Randolph & Co.	do	12mo	Each, 384	Each, 1 25
Lectures in Defence of the Christian Faith. By F. Godet. Translated by W. H. Lyttleton.	do	do	12mo	278	1 00
The Mosaic Era: A Series of Lectures on Exodus, Leviticus, Numbers, and Deuteronomy. By John Monro Gibson, D. D.	do	do	8vo	72	Paper, 40
Imaginative Thoughts on Religious Subjects. Dictionary of quotations and select passages from best writers, ancient and modern. Compiled by H. Southgate.	George Routledge & Sons	do	12mo	320	1 25
	do	do	12mo	14+359	1 50
	do	do	8vo	20+447	3 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY.—Continued.					
Christian Institutions: Essays on Ecclesiastical Subjects. By Arthur Penrhyn Stanley, D. D.	Chas. Scribner's Sons	New York, N. Y.	8vo	14+396	\$2 50
Same. Students' edition	do	do	8vo	14+243	75
International Revision Commentary on the New Testament. Edited by Philip Schaff, D. D. Based upon the revised version of 1881, by English and American scholars and members of the revision committee. Vol. 2: The Gospel of Mark. Explained by Matthew B. Riddle, D. D.	do	do	16mo		1 00
The Origin and Growth of Religion. By F. Max Müller. New edition.	do	do	Cr. 8vo		2 00
The Orthodox Theology of To-Day. By Newman Smyth.	do	do	12mo		1 25
The Person of Christ. By Philip Schaff, D. D.	do	do	12mo		1 00
Religions of China: Confucianism and Taoism Described and Compared with Christianity. By James Legge.	do	do	12mo	12+503	1 50
Science of Religion. By F. Max Müller. New edition.	do	do	Cr. 8vo		2 00
The Theory of Preaching: Lectures on Homiletics. By Austin Phelps, D. D.	do	do	8vo	18+610	2 50
The Apocryphal Gospels, and Other Documents relating to the History of Christ Translated, with notes, etc. By E. H. Cowper.	Scribner & Welford	do	Cr. 8vo		
Clark's Foreign Theological Library.	do	do	8vo		
1. Christian Ethics. Special Part: Individual Ethics. By Dr. H. Martensen.	do	do	8vo		2 00
2. Hagenbach's History of Christian Doctrines. Vol. 2.	do	do	8vo		2 00
3. Goidet On Romans. Vol. 2.	do	do	8vo		2 00
4. Dörner's System of Christian Doctrine. Vol. 2.	do	do	8vo		2 00
Meyer's Commentaries. New volumes:	do	do	8vo		
1. The Epistles of Peter and Jude.	do	do	8vo		2 00
2. The Pastoral Epistles.	do	do	8vo		2 00
Old Testament. History of Redemption. By Franz Delitzsch. Translated by Samuel Ives Curtiss.	do	do	12mo		1 80
Notes on Daniel. By Albert Barnes, D. D. New issue.	do	do	8vo		2 00
Notes on Isaiah. By Albert Barnes, D. D. New issue. 2 vols.	do	do	8vo		2 00
Notes on Job. By Albert Barnes, D. D. New issue. 2 vols.	do	do	8vo		2 00
Commentary on the Gospel of Mark. Embracing the authorized version of 1611 and the revised version of 1881. By Reverend F. Weidner.	R. Worthington	do	12mo	450	1 50
Anglo-American Bible Revision: Its Necessity and Purpose. By members of the American Bible Revision Committee. Fourth revised edition.	do	do	12mo	900	2 00
Synopsis of a Christian Theology. By R. J. Wright.	do	do	12mo	850	2 00
Testimony of the Ages; or, Confirmation of the Scriptures from Modern Science and Recent Discoveries. By Robert W. Morris, D. D.	Brook, Diehl & Co.	Allentown, Pa.	12mo	309	1 25
	American Sunday-School Union.	Philadelphia, Pa.	12mo	192	75
	J. B. Lippincott & Co.	do	16mo		60
	J. C. McCurdy & Co.	do	8vo	1000	4 50

TABLE XXV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year 1881.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Ginn, F. B.	Oakland, Cal.	236, 320	Arithmetical frame.
Forrester, P. C.	San Francisco, Cal.	249, 606	Adding machine.
Knapp, Minna	San Francisco, Cal.	236, 896	Music chart.
Nunan, Edward	San Francisco, Cal.	240, 752	Rest and guide for penmen.
Matlick, I. N.	San Francisco, Cal.	239, 815	Tellurian.
Perry, W.	Santa Barbara, Cal.	248, 605	Adding machine.
Graham, P. D.	Black Hawk, Colo.	248, 162	Combined calipers and rule.
Mallinckrodt, J. F.	Denver, Colo.	240, 820	Air-purifying apparatus.
De Forrest, T. B.	Birmingham, Conn.	236, 215	Lead pencil.
Williams, G. S.	Greenwich, Conn.	245, 250	Combined pencil case, sharpener, and eraser.
Holland, F.	Manchester, Conn.	{ 241, 215 236, 158	Fountain pen.
Jones, H. M.	Meriden, Conn.	240, 520	Stylographic pen.
Kachler, A.	New Haven, Conn.	245, 726	Pencil sharpener.
Friedmann, J.	Seymour, Conn.	239, 158	School slate.
Webb, G. B.	Thomaston, Conn.	251, 662	Fountain pen.
Noyes, La Verne W.	Batavia, Ill.	239, 055	Calipers.
Alden, E.	Chicago, Ill.	244, 512	Book holder.
Costello, T. H., and A. H. Hall.	Chicago, Ill.	236, 782	Music book holder.
Crocker, J. B., jr., and B. Freese.	Chicago, Ill.	246, 663	Stop hinge for school desks.
Ginn, F. B.	Chicago, Ill.	246, 497	Pantograph.
Hepp, Daniel	Chicago, Ill.	243, 255	Map holder.
Mott, J. M.	Chicago, Ill.	245, 087	Pen holder.
Noyes, La Verne W.	Chicago, Ill.	243, 965	School desk.
Smith, S.	Chicago, Ill.	241, 566	Book holder.
Goodman, A.	Decatur, Ill.	247, 495	Copying book.
Fulwiler, D. M. and J. A.	Lexington, Ill.	251, 567	Music stand.
Pederson, O.	Morris, Ill.	249, 195	Adding machine.
Fiske, B. A.	Naperville, Ill.	237, 905	Ink well.
Baldwin, J.	Huntington, Ind.	244, 786	Pencil.
Bowyer, J. A.	La Porte, Ind.	{ 239, 444 249, 739 249, 198	Ink well.
Moon, H. E.	Richmond, Ind.	236, 610	Tellurian.
Moore, Ira	Leavenworth, Kans.	244, 281	Map and chart case.
McKinley, F. E.	Wellington, Kans.	246, 177	Map case.
Emery, C. L. L.	Biddeford, Me.	243, 965	Music leaf turner.
Parent, C.	Biddeford, Me.	241, 412	School desk and seat.
Howland, W. M.	Topsham, Me.	250, 541	Slate pencil sharpener.
Gard, W. E.	Baltimore, Md.	250, 802	Music rack.
Jennings, R. S.	Baltimore, Md.	239, 796	Adding machine.
Jennings, R. S.	Baltimore, Md.	{ 246, 013 246, 781 347, 253	Stylographic pen.
Thomas, F. J.	Athol, Mass.	239, 072	Calligraphic implement.
Barton, S. E.	Boston, Mass.	243, 753	Air-cooling apparatus.
Forbes, H. D.	Boston, Mass.	237, 108	Spring calipers.
Garratt, A. C.	Boston, Mass.	248, 782	Combined desk, rule and balance.
Ritchie, E. S.	Brookline, Mass.	242, 157	Inkstand.
Fay, C. P.	Chicopee Falls, Mass.	251, 200	Air-cooling apparatus.
McIndoe, G. F.	Everett, Mass.	244, 469	Cyclometer.
Mandell, A. A.	Hyde Park, Mass.	250, 671	Calipers.
Bassett, E. R.	New Bedford, Mass.	242, 582	Revolving calendar.
Piper, S. A.	Newton Upper Falls, Mass.	248, 212	Mucilage holder.
Irwin, J. E.	Saugus, Mass.	239, 385	Calipers.
Powers, F. B.	Springfield, Mass.	246, 329	Blotter.
Phelps, E. B., and A. Partridge.	Springfield, Mass.	246, 550	Multiplication block.
Horton, N. N.	Kansas City, Mo.	{ 245, 379 245, 380	Lead and crayon holder.
Smith, O.	Savannah, Mo.	238, 979	Music holder.
Kletscher, A. J.	St. Louis, Mo.	240, 909	{ Heating, cooling, and ventilating apparatus.
Knapp, E.	St. Louis, Mo.	244, 260	Combined arm-rest and book leveler.
Houck, G. F.	Warrensburg, Mo.	249, 621	Fountain pen.
De Roberts, C.	Albion, Nebr.	250, 213	Mucilage bottle.
Hillman, S.	Blackwoodtown, N. J.	238, 117	Mechanical calculator.
Farmer, W.	Elizabeth, N. J.	242, 621	Inkstand.
Doyle, J.	Hoboken, N. J.	249, 230	Combined pen rack and letter holder.
Welschenborn, E.	Hoboken, N. J.	250, 023	Apparatus for teaching chemistry.
Downes, C. H.	Jersey City, N. J.	{ 236, 877 243, 364	Pen holder.
Crane, T. S.	Newark, N. J.	240, 097	Lead pencil holder.
			Stylographic fountain pen.
			Lead and crayon holder.

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Daul, A.	Newark, N. J.	238, 862	Scholar's companion.
Harris, H.	Newark, N. J.	241, 003	Lead and crayon holder.
Hyatt, J. W.	Newark, N. J.	238, 908	Lead pencil.
Coles, D. F., and J. H. Luckhurst.	Rahway, N. J.	{ 247, 616 249, 589	{ Sponge-holder for slate pencils.
Hicks, W. C.	Summit, N. J.	241, 214	Inkstand.
Hyatt, C. M., and R. C. Pruyn.	Albany, N. Y.	241, 367	Double reversible slate.
Bulkeley, J. S.	Balston Spa, N. Y. ..	249, 893	Finger rest for pencils and penholders.
Abbott, P.	Brooklyn, N. Y.	248, 549	Lead pencil.
Crandall, J. A.	Brooklyn, N. Y.	243, 362	Nested alphabet blocks.
Gardam, J.	Brooklyn, N. Y.	242, 625	Proportional parallel ruler.
Johnson, Frank G.	Brooklyn, N. Y.	248, 043	School desk.
Oothout, W. V.	Brooklyn, N. Y.	241, 235	Pantograph.
Purdy, J. S.	Brooklyn, N. Y.	237, 045	Fountain pen.
Somers, D. M.	Brooklyn, N. Y.	248, 520	Automatic pencil case.
Stewart, W. W.	Brooklyn, N. Y.	{ 237, 454 237, 129	{ Fountain pen. Fountain penholder.
Garretson, O. S.	Buffalo, N. Y.	{ 244, 992 246, 670	{ School desk. School furniture.
Boman, C. W.	New York, N. Y.	{ 237, 365 244, 429	{ Lead and crayon holder.
Brown, F. C., and A. M. Sutherland.	New York, N. Y.	{ 238, 024 239, 119	{ Stylographic fountain pen.
Collard, R. M.	New York, N. Y.	242, 273	Pen and pencil case.
De Quillfeldt, Charles.	New York, N. Y.	248, 147	Siphon bottle.
Dexter, O. P.	New York, N. Y.	245, 458	Instrument for dividing angles.
Frederick, C.	New York, N. Y.	240, 399	Lead and crayon holder.
Gifford, A. C., C. H., and J. H.	New York, N. Y.	244, 848	Gymnastic apparatus.
Harris, H.	New York, N. Y.	238, 897	Lead and crayon holder.
Hawkes, G. F.	New York, N. Y.	236, 222	Stylographic fountain pen.
Higgs, P.	New York, N. Y.	{ 241, 859 244, 235	{ Thermo-electric battery.
Hoffman, Joseph.	New York, N. Y.	{ 249, 902 237, 384 237, 531 240, 712 241, 362 250, 537	{ Lead and crayon holder.
Judd, J. R.	New York, N. Y.	250, 738	Portable gymnastic apparatus.
Kirkwood, A. M.	New York, N. Y.	242, 937	Writing pen.
Mallory, J. E.	New York, N. Y.	241, 662	Writing ink and fluid.
Parmenter, I. W.	New York, N. Y.	236, 839	Air-purifying apparatus.
Requa, M. Augusta, and E. Dunn.	New York, N. Y.	*9, 736	Copy book.
Warth, L. P.	New York, N. Y.	238, 735	Pen and pencil case.
Wright, J. H.	New York, N. Y.	245, 257	Pen and pencil holder.
Schrag, P.	Port Richmond, N. Y.	{ 251, 646 247, 120	{ Lead and crayon holder. Penholder.
Smith, J. G.	Alliance, Ohio.	239, 807	Calendar inkstand.
Burville, J. R.	Bainbridge, Ohio.	250, 881	Music leaf turner.
Hughes, C. M.	Lima, Ohio.	249, 627	Hinge for school furniture.
Soetbeer, E.	New Bremen, Ohio.	240, 557	Dividers.
Johnson, E. E.	Painesville, Ohio.	243, 706	Book-cover shield.
Deming, W. L.	Salem, Ohio.	243, 803	Detachably covered book.
McComb, L. H.	Sidney, Ohio.	246, 174	Ellipsograph.
Moore, A.	Sidney, Ohio.	241, 693	School seat and back.
Power, Minnie.	Conneautville, Pa.	240, 268	Wrist and hand support for key-board instruments.
Engle, S. D.	Hasleton, Pa.	246, 737	Pantograph engraving machine.
Fischer, A.	Philadelphia, Pa.	250, 633	Siphon bottle.
Reimer, W. G.	Philadelphia, Pa.	236, 457	Pencil-holding slate.
Showaker, C. H.	Philadelphia, Pa.	240, 469	Penholder.
McDade, J. D.	Pittsburgh, Pa.	248, 174	Double reversible slate.
Lohges, P.	Pittston, Pa.	240, 739	Book holder.
Hall, A. R.	Prompton, Pa.	{ 243, 248 *9, 716	{ Combined ruler and rotary blotter. Stylographic fountain pen.
Cross, A. T.	Providence, R. I.	{ *9, 890 244, 194	{ Stylographic pen. Stylographic pen.
Hope, J.	Providence, R. I.	242, 449	Pantograph engraving machine.
Livermore, C. W.	Providence, R. I.	246, 961	Lead and crayon holder.
Miller, J. A., jr.	Providence, R. I.	250, 987	Stylographic pen.
Robinson, O. M.	Poultney, Vt.	239, 062	Music leaf turner.
West, T. S.	Alexandria, Va.	245, 757	Segmental map and atlas.
Chataigne, J. H.	Richmond, Va.	246, 461	Blotting pad.
Luening, D. C.	Milwaukee, Wis.	248, 659	Object-teaching frame.

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Muzzy, L. R.	Milwaukee, Wis.	246, 628	Music stand.
Durant, E. G.	Racine, Wis.	{ 237, 259 248, 723	{ School desk.
Fisher, G. W.	Uniontown, D. C.	247, 033	Sponge cup.
Green, J. W.	Washington, D. C.	239, 244	Pen fountain attachment.
Iester, G. H.	Washington, D. C.	246, 769	Penholder.
Hill, J. G.	Washington, D. C.	241, 983	Slate fastener.
Appitt, F. J.	Washington, D. C.	236, 345	Music leaf turner.
Loyes, G. E.	Washington, D. C.	237, 312	Method of, and apparatus for, cooling air in buildings.
Nice, E. E.	Washington, D. C.	238, 251	Ventilating and cooling buildings.
Stillwagen, E. J.	Washington, D. C.	246, 044	Sponge cup.
Wheless, M.	Washington, D. C.	250, 697	Art of, and mechanism for, phonetic notation.
Trumm, G. W.	Boisé City, Idaho.	237, 163	Book protector.
Westetner, D.	South Kensington, England.	242, 919	Apparatus for producing copies of writings.
Wilson, R.	Keswick, County of Cumberland, England.	239, 130	Penholder.
Armel, François R.	Paris, France.	250, 234	Blotting case.
Goldt, F. W.	Berlin, Germany.	237, 184	Pen.
Ensel, E. R. D.	Geiersthal, Germany	238, 948	Penholder.
Linkerfues, W.	Wilhelm, Göttingen, Germany.	243, 183	Apparatus for meteorology.
Snudas, Higinio.	Mexico, Mexico.	245, 347	Combined book holder and portfolio.

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